

UNIVERSITY OF CAPE TOWN

An Investigation into the Reading Interests  
of 12 - 15 Year Old English-Speaking Pupils  
in the Cape Peninsula  
and Suggestions for the Improvement of Reading Materials  
for This Age Group

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by

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## PREFACE

As an American it was a distinct privilege to have had the opportunity of studying at the University of Cape Town and of meeting the administrators, teachers and pupils of many schools in the Cape Peninsula. My studies at the University of California, Los Angeles, where I received the Ed.B. and M.S. in Education, combined with some fourteen years experience of teaching in the classrooms in the State of California had prepared me for the investigation undertaken, but not for the warmth of my reception in Cape Town and the magnitude of the co-operation which was so cheerfully and generously given me.

In preparing this thesis the author has drawn heavily on the experience of Professor J. F. Burger, Dean of the Faculty of Education to whom he wishes to express sincere appreciation for stimulating criticisms and encouragement. To Professor W. F. Grant the author wishes to acknowledge both personal and professional obligations for his generous assistance. Grateful acknowledgment is also made to Professor E. G. Pells and Dr. V. M. Grover for their guidance and valuable



suggestions.

Appreciation is extended to the Librarians of the Cape Department of Education and to the Provincial Department of Psychological Services for information and aid so unstintingly proffered.

Much of this survey is the expression of co-operative effort in various schools of the Cape Peninsula and it is a pleasure to acknowledge the kindness and thoughtfulness of the participating Principals, Teachers, Librarians, Parents and Pupils encountered in a project of this type. The completion of this survey would have been impossible without their capable assistance.

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## CHAPTER I

### INTRODUCTION

Reading is an indispensable means of mass communication in a civilized society. Even though other means of communication are now available the amount of published material continues to increase rapidly.

In democratic states there is a universal demand for the removal of illiteracy. It has been found that a democratic government cannot function effectively without a literate electorate. To be literate pre-supposes more than mere mechanical ability to read and write. A literate person must be one who has sufficient reading experience to discriminate fact from opinion and to resist subtle influences exerted on him by pressure groups. As a result, reading has become a subject of fundamental importance in elementary schools. In the United States the average elementary school teacher spends between thirty percent to fifty percent of his time on the teaching of reading.<sup>1</sup>

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1. Albert J. Harris, How to Increase Reading Ability, p.2., New York: Longmans, Green and Co., 1940.

This increased emphasis has encouraged research in the field of reading. A great deal is now known about the psychology and pedagogy of reading, but there is still much to be learnt. Four stages in the teaching of reading are easily recognized. There are no abrupt transition points since reading is a complex activity, but the first stage is generally considered as a reading readiness period. A period of preparation by the teacher is usually necessary before children are ready to begin the use of primers. Intelligence, visual and auditory perception, language development, background of experience and social behaviour are factors important for reading readiness. The experience of practicing teachers indicates that it cannot be assumed that all pupils entering school for the first time have reached a stage of development at which they are all ready for reading.

The second stage now begins. This comprises the teaching of reading at the simplest level. Training in word analysis and word recognition is stressed. There are many systems of teaching reading at this stage, but they can all be classified under three basic methods: a phonetic approach which involves an



attempt to provide a symbol for each sound; the word or "look and say" method where children learn to recognize a word by its total appearance; and third, the sentence method which uses the sentence as the unit of meaning. The second phase in the teaching of reading is to be found in the early stages of primary education. Here, reading is treated as a skill and reading aloud is emphasized.

The third stage is one in which attention is focussed on speed and comprehension in reading. During this period it is still necessary to continue working to obtain mastery of more difficult passages demanding a wider vocabulary. Improved ability will mean greater knowledge and steady mental training. The mastery of content is indispensable to scholastic progress, for our schools are largely reading schools. Since independent study is now possible, the great emphasis is on silent reading with comprehension. This stage is reached toward the middle of the primary school period.

The final stage is that in which reading plays a part in the development and growth of other and wider interests. This stage is the culmination of

the process. When it is reached, the ability to read will be used to reinforce the interests of the pupil as they are revealed. The pupils have reached junior high school and early adolescence. There is definite need, now, for continued help and guidance in the selection of reading material to further those educational interests -- intellectual, moral, and aesthetic -- which it is the aim of the teacher to create and direct.

The problem challenging teachers of reading to-day is to teach their pupils to read widely in the many fields in which every educated man must read in order to take his place in society. A truly educated person is characterized by breadth of interests as well as by depth of interest in several worth-while areas. No reading programme can be considered successful unless it produces in the pupils a genuine enthusiasm for reading and the habit of reading in many areas. Reading is important for the leisure of life no less than for the work of life, for it contributes to personal as well as professional growth. Reading is a form of experience through which pupils may extend their horizons and develop their personality.

"It is axiomatic that a child learns best when what he undertakes is tied in with his own purposes, when he recognizes at least some of the meanings and goals involved and finds himself absorbed in the process of learning rather than simply in the end point of mastering a particular problem."<sup>2</sup>

It is interest which makes the individual persist in the struggle to achieve a full, rich life; interest is not only a means to an end but it is an end in itself. To utilize this important educational factor one must realize that interest is more than a pleasurable feeling which accompanies some activity in progress. Interest is an indication that the individual is devoting himself to a course of action because some value will result to him. Genuine interest, therefore, means that a person has identified himself with a certain course of action. If he participates in the activity with enthusiasm he is exhibiting strong interest. If his actions are spasmodic, or lacking in force, then his interest is slight.

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2. Arthur T. Jersild, Child Psychology, p. 511, 3rd. edition, New York: Prentice-Hall, Inc. 1947.

It is not sufficient to exhibit interest in one field. For a well-balanced personality one must develop interest in many areas.<sup>3</sup> Not only must one have an interest in one's technical or professional field but also an interest in social, political, economic, aesthetic and spiritual fields.

How to develop this continuing many-sidedness of interest is the problem of education. Up to the junior high school level the emphasis in reading has been on developing skill with comprehension. At this point the pupil has achieved sufficient ability to read most of the material he will meet as an adult. Yet it is recognized that many adults have not developed the reading habit, others avoid reading except in extreme cases, and some adults might even have lost the ability through dis-use. Although the impact of radio and television may reduce the amount of time now devoted to reading, in the final analysis, the kind and quality of the material read is of greater importance than the amount of reading done.

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3. Henry M. and Emmie Felkin, An Introduction to Herbert's Science and Practice of Education, pp. 90-96, London: Swan Sonnenschein & Co. Ltd., 1906.

One of the major educational problems which a democratic state faces to-day relates to the need for greater interest in types of reading of personal and social significance.

## CHAPTER II

### READING AND ADOLESCENCE

The ability to read develops and expands as youth matures. As McCullough, Strang and Traxler have expressed it:

"Learning to read is a lifetime process. From birth to old age, each period of life makes its contribution to the development of reading abilities, interests, and attitudes. Reading ability, as part of the individual's total development, increases with his growth in interests and general ability and with the challenge of increasingly complex and difficult reading tasks at each successive educational level."<sup>4</sup>

The developmental traits of children and their reading activities are related in two ways. First, children's characteristics at different levels determine the reading materials and methods which will be most successful. Second, their reading activities in turn influence their total development by the creation of new interests and by subtle effects on personality.

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4. Constance M. McCullough, Ruth M. Strang, and Arthur E. Traxler, Problems in the Improvement of Reading, p. 86, New York: McGraw-Hill Book Company, Inc., 1946.

Early adolescence is marked, unlike previous periods of growth, by the dramatic anatomical and physiological changes which accompany puberty. Early adolescence is a period of rising social consciousness and brave ideals. It is a period in which the demand for independence is expressed -- when youth is trying to "put away childish things". Tastes begin to reflect what is seen in the adult world. The adolescent tries to become an adult, resisting adult domination and seeking the security of a social group near his own age. Standards of behaviour differ markedly for the sexes, and wide variations are found in social maturation. The major interests and conflicts of adolescence centre in needs which arise because the individual is growing stronger, larger, more intelligent and capable of reproduction. The long period of adolescence today is a product of modern civilization with its accent on specialization. There was no time in primitive society for ten years of adolescence. Until a few generations ago only the leisure class had time for this.

Three purposes of reading seem especially

important at this level if the pupils are to discover and realize the resources of their nature. First, they must be encouraged to read widely in many fields, and to cultivate the habit of reading. They must have a common background of basic information with which to attack mutual problems.

Reading widely gives the pupil confidence in his own ability; it gives him an opportunity to meet words in their many contexts; it improves his reading tastes; and it widens his horizon.

Because adult reading is undirected, an extensive reading programme as well as an intensive reading programme in school is of great importance. Second, he must learn to evaluate the material read -- the reading programme should make careful provision for contributing as fully as possible to the cultivation of the techniques involved in understanding, evaluating and analysing. Every effort must be made to raise the level of each pupil's tastes and increase the amount of reading. Third, each pupil must learn to read for the pleasure it brings. An appreciation of literature cannot be imposed from without, but must arise from within. A love of reading is achieved



first of all through finding satisfaction in the printed word. The pupils should discover that reading is not only to extract information, but that it brings enjoyment as well. Unless the reading programme lays the foundations of a love for literature and an appreciation of it, it can only be considered unsuccessful.

Research during recent years has revealed that reading interests of adolescents are influenced by many conditions. These are considered here under three separate headings. First, factors within the pupil himself; second, factors in the environment of the pupils; third, factors in the reading material of the pupil.

#### Factors Within the Pupil:

For many years, the results of objective studies have shown consistently that competence in reading, as measured by reading tests, correlates highly with mental age as indicated by intelligence quotients. In addition, R. L. Thorndike found that reading interests of bright children are most like those of mentally slower children who are two or three years

older.<sup>5</sup>

In general, mental ability is associated with chronological age. Interests develop from the simple and individual ones of early childhood, through the vigorous, complex and social interests of early adolescence, to the more individual, less active and more restricted interests of later adolescence and adulthood. Most parents and teachers are familiar with the fact that older children show greater discrimination in choosing certain topics than do younger children.

The Thorndike study also showed that sex is conspicuously more important than either age or intelligence as a determiner of interest pattern. Girls, maturing more rapidly than boys, begin to read adult fiction at an earlier age.

Factors in the Environment:

The influences affecting a pupil's reading interests reach back into childhood experience of failure or success; they extend into the present

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5. Robert L. Thorndike, Children's Reading Interests, p. 35, New York: Bureau of Publications, Teachers College, Columbia University, 1941.

parent-child and sibling relationship; they are controlled by goals and purposes. No one can really determine or understand an individual's reading interests and problems without being cognizant of the complex forces influencing him.

Reading depends on experience. Words become meaningful to each pupil through his own experience.

If a student comes from a limited cultural background, and if his environment offers no stimulus for reading, progress in reading will not keep pace with other aspects of development. With the example of "book-loving" parents and a wealth of reading material available, children tend to develop reading ability and wider reading interests.

Nor is it possible to separate children's habits of reading from the total environment in which they live. The whole tempo of life, and therefore of reading, changes for boys and girls. A war comes, so tanks, planes, and submarines become the interests of the day; or the advent of Olympic Games will influence material read by adolescents.

Of major importance, also, is the influence of school training and experience on the growth

of reading interests. Desirable school surroundings are a strong influence on a pupil's response to reading activities. They tend to increase the delight of a successful reader, and to decrease the poor reader's distaste for the task at hand.

"The aesthetic features of a reading classroom should be a constant invitation to pupils to come in and read, and they should fill him with a sense of rightness and interest while he reads."

The influence of the teacher cannot be over-emphasized. It is essential that the classroom teacher should be aware of the different levels of maturity of his pupils and of their varying degrees of achievement in order that the programme of instruction should care adequately for these individual differences. The absence of stimulating school experiences will be reflected in the pupil's reading interests and tastes.

Factors in the Reading Material of the Pupil:

A child's potential interest in book reading may be destroyed by adult insistence upon books to

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6. California State Department of Education,  
Improving Reading Instruction in the Secondary  
Schools, p.9, Bulletin No.1. Vol XVI. Sacramento,  
California: May 1947.

be read which are not found interesting. Undoubtedly the child's interest in reading a book or article is controlled to some extent by such factors as the topic or theme involved, the plot, the language and style of the author, the reading difficulty anticipated, and the format (including appearance of the cover, number, colour and style of illustrations, length of story and kind of type used). Marie Rankin found the characteristics of popular books to be: a dynamic style of writing with fast moving incidents and charged with emotion; youthful characters and familiar places or settings that make for identification; similar format to the usual adult novel, but with more realistic illustrations; a median readability grade of 5.07; with a beginning which indicates setting, characters and the theme of the story, and an ending which is always on an optimistic note. Of all these factors the most important is THEME.<sup>7</sup> The trend in modern textbooks for young people is toward greater

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7. Marie Rankin, Children's Interests in Library Books of Fiction, pp. 60-65, New York: Bureau of Publications, Teachers College, Columbia University, 1944.

attractiveness in the format and increased use of stories which are considered to have the qualities that children enjoy.

Most abiding reading interests are firmly established by later adolescence. Therefore, it is during the early adolescent stage of twelve to fifteen years that education must cultivate worthwhile interests through provision for a wide array of reading material suitable to the stage of development in which the teacher finds the pupil.

### CHAPTER III

#### METHODS OF INVESTIGATION

##### STATEMENT OF THE PROBLEM

The purposes of this investigation are:-

1. To discover the reading interests of twelve to fifteen year old English-speaking pupils in the Cape Peninsula; and
2. To use the results obtained as a basis for suggestions to be offered for the improvement of reading materials for this age group.

All available and pertinent sources of information were investigated, including the pupils themselves, the parents, the teachers, the school library and the textbooks used in class.

##### DELIMITATION OF THE PROBLEM

For the purpose of the study, the Cape Peninsula area was used. It is the second largest urban area in the Union of South Africa and would seem to represent, to some degree, the interests and problems of adolescents in any other large city in the Union or elsewhere in the world.

English-speaking pupils only were considered.

The schools of the Peninsula used in this study were those Government Schools using English as the medium of instruction. One private school was used to try out the questionnaires to determine the final form.

SELECTION OF MATERIALS TO BE USED:

To determine the reading interests, needs and desires of the English-speaking pupils of this area the following tests and questionnaires were used:-

1. Report of Pupil's Interests (Quest. A)
2. Questionnaire to the Parents (Quest. B)
3. South African Group Intelligence Test.
4. Questionnaire to the Teachers (Quest. C)
5. Library Questionnaire (Quest. D)
6. Fictitious Annotated Titles Questionnaire. (Quest. E)
7. Survey of Reading Texts

Report of Pupils' Interests:

The object of Questionnaire A was to learn from the pupil the leisure activities preferred, cinema and wireless choices, attitude toward school and subjects liked or disliked, parent's attitude toward



reading as revealed by the pupil, where and why the last book was chosen, the selections preferred in the class reader, newspaper and magazine reading habits and the five types of stories most enjoyed. The Witty-Kopel Inventory of Interests and Activities was one of the pioneer works in this field.<sup>8</sup> This form was applicable irrespective of age, sex and grade or standard, and gave the age, sex and grade of each pupil. As a result of the try-out the total questions were reduced to twenty in number and the instructions to the pupil were revised.

Questionnaire to Parents:

To gain a more complete picture of what the pupils actually do read during their leisure, parents of each child who completed a questionnaire were also asked to answer an appropriate questionnaire (Questionnaire B, Questionnaire to the Parents). Responses were obtained on types of story the child was believed to enjoy most, the last book read and enjoyed by the pupil, the sections of the newspaper the child read and the names of magazines read by

8. Paul Witty, Reading in Modern Education, pp. 302-7. Boston: D.C. Heath and Company, 1949.

their child. A final question was asked on the parent's attitude toward the reading of comic books by the child.

Two methods of getting these questionnaires to the parents were used and both proved very successful. The principal of the school determined the method used. Most principals preferred to have the Questionnaire placed in a sealed envelope and handed to the pupil who was charged to bring it back completed as soon as possible. The investigator then returned at a later date and received the questionnaires from the principal of the school. The alternative method was to post the Questionnaire to the address given on the "Report of Pupil's Interests". Response from the parents indicated enthusiasm for the project as well as knowledge of their children's reading interests.

The South African Group Test of Intelligence:

Inasmuch as it has been shown that reading ability correlates highly with mental ability, the South African Group Intelligence Test was administered by the investigator where recent scores were not available. The only exceptions were two groups

of girls who very recently had been given the Otis Intelligence Test. The scores in this test were used and the South African Group Test was not administered. These tests were used as a basis for subdividing the pupils into three groups on the basis of their mental ability.

Questionnaire to the Teacher:

It was believed that teachers, from classroom experience, know those selections which are appreciated by children. Their experience enables them to evaluate the pupil's interests and reading abilities from a professional as well as a personal viewpoint. Questionnaire C (Questionnaire to the Teachers) was developed to secure this approach. The number of years experience in teaching, the number of years teaching literature or reading, and their experience in teaching the age group in question were considered in estimating the value of each teacher's answers to the questionnaire. These questionnaires were distributed at the time the teacher's class was tested and returned to the investigator when completed; or, in many instances, given to the teachers involved at the time arrange-

ments were made through the principal to interview their classes. This made it possible to pick up the responses at the same time the class interview was completed. The primary consideration was to allow adequate time for a busy teacher to complete the form.

Teachers were encouraged to comment on those selections used in class which they considered to be most appreciated by their pupils. In addition, teachers were asked which selections in the textbook the poor readers liked best, and also the best reader preferences, the teacher's attitude to comic reading and whether, in the opinion of the teacher, the text book stories stimulated additional reading.

Library Questionnaire:

The Library Investigation (Questionnaire D.) was conducted after conference with the librarian. The type of books and periodicals which the pupils ask for and read were analyzed in conjunction with an actual count from the library cards of the number of times a book or magazine had been borrowed for home reading. Although some books borrowed by the

pupil might never be completed, it is believed that the fact that they were taken from the library at all indicated some motivation or an interest in the topic. The ten books checked out most frequently by boys of each standard and girls of each standard were thus determined by the author, title and category. At this time general observations were also made on the appearance of the library, its facilities and characteristics.

This study did not include other than school libraries as it is believed that the membership fee involved in the use of the public library would tend to limit the number and type of pupil who would or could use it.

Fictitious Annotated Titles Questionnaire:

It is recognized that there is a gap between what the pupil says he would like to do and what he actually does. Especially when a child feels some degree of social pressure to behave in a particular way, his verbal or written response may not correspond to his behaviour in an actual situation. In an effort to bridge this gap, an objective type test was devised that would minimize the factors of read-

ing ability and previous experience and still provide a wide range of topics to which reliable answers could be obtained. This test (Questionnaire E, Fictitious Annotated Titles) was given following the "Report of Pupil's Interest" during the two hour time allotted by the principal. Although involving 106 titles covering a wide range of topics and types of material, the answers required about one half the time needed to complete Questionnaire A (Report of Pupil's Interest) because the correct response required no writing by the pupil.

The titles were divided into twenty "interest" categories with five questions in each category, scattered at random throughout the questionnaire. These categories form the basis for analysis of themes preferred in all of the questionnaires involved. Six additional questions dispersed carefully through the test, were designed to test the reliability of the pupils' answers. The titles in these questions appeared to be very praiseworthy, but had very little genuine appeal. Those individuals who felt that social pressure required them to answer in a particular way, regardless of the instructions from

the investigator, would be expected to choose more than four of the prejudiced titles. On this basis their questionnaires were eliminated from the study as not presenting a true picture of their interests. This method is based on that used by Dr. Robert L. Thorndike at Columbia University in 1941.<sup>9</sup> A list of the Interest categories with a key to this questionnaire is contained in Questionnaire E. The fiction classification includes Animal (birds, reptiles, animals etc.), Fantasy (mythology, fairy tales, myths, legends), Child Life in Other Lands, Romance, Adventure of Youth (boys and girls), Adventure of Adults, Mystery (underworld, detective, gang), School and Sports Stories, Home and Family Life, Historical Stories and Humour. The non-fiction categories are Masculine Activities and Hobbies, Feminine Activities and Hobbies, Science (invention), Biography (autobiography), Occupations and Vocations, Self-improvement, Religion, Poetry (plays and essays) and Travel (exploration). The prejudiced questions are numbered 5, 28, 50, 72, 94 and 104. (See Quest. E.)

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9. Robert L. Thorndike, op. cit. pp. 8-10.

Instructions to the pupils were mimeographed at the top of the first page of each questionnaire. Few children found any difficulty with the vocabulary, but the investigator was available to assist should some title prove difficult to read.

Textbook Survey:

A study of the material contained in the classroom readers was made to determine what topics educational authorities and publishers consider to be of value in promoting continuous growth as well as being of interest to adolescent readers.

Every story in each text used was read by the investigator, analyzed and tabulated for the principal topic of interest, according to the twenty categories selected for this study.

SUMMARY OF THE PROCEDURE

The questions were given to pupils, parents and teachers during the months of November and December 1951. Earlier in October, a preliminary try-out was given at one of the schools to thirty-five girls and boys from twelve to fifteen years of age. As a result, ambiguous questions were



revised, instructions were drafted more fully, and the amount of time necessary to administer the questionnaires was determined.

Arrangements were then made with the principal of each of the selected schools to test a representative group of thirty to fifty pupils between the ages of twelve and fifteen years in each of Standards V, VI and VII. In smaller schools this involved securing pupils from only one class; in larger schools pupils were taken from several classes in order to get a truly representative group. The two hour period required and an adequate classroom in which to administer the questionnaires proved a knotty problem which was solved only through the courtesy and co-operation of the principals.

The two questionnaires for the pupils to complete were administered in each case by the investigator. Every effort was made during the introduction to make the pupil feel at ease and to establish "rapport". The instructions contained in each questionnaire were amplified and a reason given for desiring the information. A bid for the co-

operation of the pupils was made with success.

The preliminary survey had indicated that approximately one hour would be required for completing "The Report of Pupil's Interests" and one half hour for the "Fictitious Annotated Titles Questionnaire". The time taken by each pupil varied with his speed of reading and his recognition and comprehension of all the words. Accordingly, no time limit was set for either test, and pupils were encouraged to use all the time necessary for a complete response to each question.

The investigator took the group through the "Report of Pupil's Interest Questionnaire". Each question was read aloud and an explanation offered. Questions from the class were invited and welcomed. Each child was made to feel that his response would not only be different from that of his neighbour but would be of equal importance to the study.

After a short break the "Fictitious Annotated Titles Questionnaire" was administered by the investigator. After reading and amplifying the instructions, Question 1 was answered by each

class as an example; each pupil then completed the 106 questions at his own speed. Difference in reading speed was evident, some pupils finishing in less than thirty minutes, others requiring as long as forty-five minutes.

At one school where a large number of pupils were dealt with, the investigator gave one group the "Fictitious Annotated Titles Questionnaire" and left the pupils to complete it under the supervision of the teacher in charge. Experience had shown that questions from members of the group concerned only the deciphering of words which had not been inked properly in the duplication of the forms. While this group completed the questionnaire, the investigator took another group through the "Report of Pupil's Interests". In this way it was possible for two groups to complete the two forms simultaneously.

In all the schools except one the sealed envelope containing the "Questionnaire for the Parents" (Quest. B) was distributed. An explanation of the envelope's contents was made to the pupils to allay adolescent curiosity, and to provide a

motive for its safe delivery and return. Much success was secured through this method. The other method of distributing the Questionnaires to the parents was to post them to the address given on the "Report of Pupil's Interest Questionnaire". The pupils were asked to encourage their parents to complete the form and return it.

Any time remaining after the completion of the questionnaires was used in an informal discussion of any topic suggested by the group. In this way co-operative interest was stimulated.

The South African Intelligence Test was administered at the earliest opportunity thereafter to those pupils who had not been tested. The standardized instructions were followed exactly.

Analysis of the content of the textbooks in use in the various classes was carried out during the third quarter of the 1952 school year.

#### SCHOOLS SELECTED

Sixteen schools in the Peninsula were selected for study as representing typical Government schools where English was the medium of instruction. One school was a private school endowed by a church.

This school provided a fertile field for the preliminary survey for several reasons -- the principal was interested and co-operative, the school was attended by both girls and boys, the pupils in Standards V - VIII were given the questionnaires; they were representative of all the European English-speaking social groups.

The Government schools selected were chosen to represent as nearly as possible the different social strata in the Cape Schools. Four schools were co-educational, six schools were for boys only, four were for girls only and five schools were Junior or Primary schools. The rest were secondary schools.

An examination of the area from which the pupils of each school were enrolled showed that these sixteen schools drew their pupils from the various socio-economic levels of society. Certain fee-paying government schools represented a high type of professional or managerial parent. Some non-fee paying schools were to some extent representative of this group. The schools found to represent the top socio-economic level were

seven in number.

Schools whose pupils were from the lower social and economic level were two in number. The remainder of the schools fell between these two levels and would be considered as comprising children of parents between the higher and lower social and economic levels.

## CHAPTER IV

### RESULTS

After questionnaires of pupils for whom there were no I.Q. scores and of pupils who did not fall within the age groups used in this study were eliminated, 639 questionnaires remained. This number represents 11.65% of the total number of pupils in Standards V, VI and VII in all the government schools in which English was the medium of instruction in the area selected for this investigation. Table I shows the age and grade distribution of the pupils.

A distribution of this group of pupils on the basis of mental ability is shown as Table II and Table III.

TABLE I  
AGE AND GRADE DISTRIBUTION

GIRLS

AGE	UPPER					MIDDLE					LOWER					Total
	12	13	14	15		12	13	14	15		12	13	14	15		
V	15	-	-	-	15	15	4	2	-	21	7	6	9	-	22	58
VI	8	14	4	1	27	1	15	10	2	28	2	1	9	17	29	106
VII	-	16	26	8	50	-	5	36	16	57	-	-	12	15	27	112
	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78	276

BOYS

AGE	UPPER					MIDDLE					LOWER					Total
	12	13	14	15		12	13	14	15		12	13	14	15		
V	34	2	-	-	36	26	9	1	-	36	7	15	4	-	26	98
VI	17	9	1	-	27	9	22	8	-	39	4	8	12	7	31	97
VII	-	13	25	9	47	-	8	19	17	44	-	4	10	25	39	130
	51	24	26	9	110	35	39	28	17	119	11	27	36	32	96	325



TABLE II  
SOUTH AFRICAN INTELLIGENCE TEST  
DISTRIBUTION OF INTELLIGENCE QUOTIENTS

I. Q.	Frequency
145-149 .....	3
140-144 .....	5
135-139 .....	14
130-134 .....	25
125-129 .....	47
120-124 .....	108
115-119 .....	82
110-114 .....	84
105-109 .....	78
100-104 .....	67
95- 99 .....	28
90- 94 .....	13
85- 89 .....	8
<hr/>	
Total ...	562

TABLE III  
 OTIS INTELLIGENCE TEST  
 DISTRIBUTION OF INTELLIGENCE QUOTIENTS

I.Q.	Frequency
130-134 .....	1
125-129 .....	1
120-124 .....	3
115-119 .....	4
110-114 .....	15
105-109 .....	20
100-104 .....	7
95 -99 .....	13
90 -94 .....	6
85 -88 .....	5
80 -84 .....	2
	—
Total .....	77

The scores from these tests were used as a basis for subdividing the total group into approximate thirds: upper third, middle third and lower third. Throughout this study these terms will be used to designate the mental ability groups. For the pupils who received the South African Intelligence Test the upper third included pupils with Intelligence Quotients of 121 and above, the middle third included pupils with Quotients of 109-120, and the lower third included pupils with quotients of 108 and below. The median I.Q. for the total group receiving the South African Intelligence Test fell in the interval 115-119 with a range of scores from 86-148. For the pupils who received the Otis Intelligence Test the upper third included pupils with Intelligence Quotients of 110 and above, the middle third included pupils with quotients from 100-109, and the lower third included pupils with quotients below 99. The median I.Q. for the total group receiving the Otis Intelligence Test fell in the interval 105-109 with a range of scores from 83-130. The Office of Psychological Services in Capetown reports the average I.Q. for this area, using the South African Intelligence Test, as  $108 \pm 5$ . On the

basis of this information the groups of pupils investigated appear to be slightly weighted with the more intelligent pupils.

For clarity, and to avoid repetition, the results from each questionnaire will be considered consecutively and the questions discussed in the order in which they appear on the appropriate basic questionnaire. This form of presentation will be followed throughout this chapter. Chapter V, General Conclusions, will contain a comparison of the findings obtained from all the questionnaires.

QUESTIONNAIRE A  
REPORT OF PUPIL'S INTERESTS

TO THE PUPIL:

This is not a test. There are no right or wrong answers. The answers will not be marked. Your teacher will not see them. This is an attempt to find out what boys and girls of your age enjoy reading most. These questions are being answered by a great many pupils in schools in the Cape Peninsula. It is important that the answers be as complete and true as you can make them. Do not consult your neighbour as it is your own opinion that is valuable.

NAME \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_ AGE \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_ DATE \_\_\_\_\_

SCHOOL \_\_\_\_\_ STANDARD \_\_\_\_\_ BOY  
 GIRL \_\_\_\_\_

FATHER'S (OR GUARDIAN'S) NAME AND OCCUPATION \_\_\_\_\_

MOTHER'S NAME AND OCCUPATION \_\_\_\_\_

AGES OF BROTHERS \_\_\_\_\_ AGES OF SISTERS \_\_\_\_\_

1. Have you ever lived:

On a farm? \_\_\_\_\_ Where? \_\_\_\_\_ How long? \_\_\_\_\_

In a dorp (small town)? \_\_\_\_\_ Where? \_\_\_\_\_

How long? \_\_\_\_\_

In a city? \_\_\_\_\_ Where? \_\_\_\_\_ How long? \_\_\_\_\_

2. What do you usually do after school? \_\_\_\_\_

3. When you have an hour or so to spend as you choose what do you like to do? \_\_\_\_\_

4. Name any clubs or organizations to which you

belong. \_\_\_\_\_

Do you go to Sunday School or Church? \_\_\_\_\_

Do you take any special lessons out of school hours?

What? \_\_\_\_\_

Do you like them? \_\_\_\_\_

Name any other subject, handwork or art you would like to take \_\_\_\_\_

5. Have you a wireless set? \_\_\_\_\_ Put an "X" against the programme you enjoy most:

<u>Music</u>	<u>Quiz or Talent Shows</u>	<u>Sports</u>
<u>News</u>	<u>Educational Features</u>	<u>Stories</u>

Others (name) \_\_\_\_\_

6. How often do you go to the cinema? \_\_\_\_\_

With whom do you go? \_\_\_\_\_ Number the five kinds of film you like best, in the order in which you like them:

<u>Cowboy</u>	<u>Love</u>	<u>Gangster</u>
<u>Mystery</u>	<u>Cartoons</u>	<u>Sad</u>
<u>Society</u>	<u>Comedies</u>	<u>Educational</u>

Others: (name) \_\_\_\_\_

7. Have you ever been swimming? \_\_\_\_\_ Fishing? \_\_\_\_\_

Boating? \_\_\_\_\_

8. Have you ever been to a farm? \_\_\_\_\_ Circus? \_\_\_\_\_

Zoo?\_\_\_\_\_ Opera?\_\_\_\_\_ Art Museum?\_\_\_\_\_ Amusement  
 Park?\_\_\_\_\_ Concert?\_\_\_\_\_ YW-YMCA?\_\_\_\_\_ Botanical  
 Gardens?\_\_\_\_\_ Houses of Parliament?\_\_\_\_\_ Picnic?  
 \_\_\_\_\_ Mannequin Parade?\_\_\_\_\_ Ballet?\_\_\_\_\_

9. Have you ever been on a trip by boat?\_\_\_\_\_ Car?\_\_\_\_\_  
 Train?\_\_\_\_\_ Aeroplane?\_\_\_\_\_ Where did you go on  
 the longest trip?\_\_\_\_\_
- 
10. Have you ever had a pet?\_\_\_\_\_ What kind?\_\_\_\_\_  
 Have you any kind of hobby?\_\_\_\_\_ What kind?\_\_\_\_\_
11. What do you think YOU would like to do when you  
 finish your schooling or matriculate?\_\_\_\_\_  
 What would your parents like you to do when you  
 finish your schooling?\_\_\_\_\_
12. Do you like school?\_\_\_\_\_ Name any subject you  
 like \_\_\_\_\_ Name any subject you dislike.  
 \_\_\_\_\_
13. Do your parents urge you to read?\_\_\_\_\_ Do your  
 parents read books?\_\_\_\_\_ Newspapers?\_\_\_\_\_  
 Magazines?\_\_\_\_\_
14. Do you enjoy reading?\_\_\_\_\_ Do you like to have  
 someone read to you?\_\_\_\_\_ How much time do you  
 spend each day in reading apart from lessons?\_\_\_\_\_  
 What kinds of stories do you like to read at

present? \_\_\_\_\_

15. How many library books do you get from the library every month? \_\_\_\_\_ Does anyone help you in selecting library books? \_\_\_\_\_ If so who? (Mark with an "X")

\_\_\_ Friend      \_\_\_ Teacher      \_\_\_ Librarian      \_\_\_ Parent

16. Name some stories you have read during the past two months, apart from books studied at school.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Where did you get the last book you read? (Mark with an "X")

\_\_\_ Public Library      \_\_\_ School Library  
 \_\_\_ Received as Gift      \_\_\_ Had book at home  
 \_\_\_ Borrowed from a friend

Why did you choose to read it? \_\_\_\_\_

\_\_\_\_\_

17. Which stories did you like best in your class readers this year? Or which of your set books did you prefer? \_\_\_\_\_

18. Write down a few kinds of stories you like but do not find in your class reader or set books \_\_\_\_\_



19. Which parts of the newspaper do you read? \_\_\_\_\_  
Which part do you read first? \_\_\_\_\_  
Which part do you like best? \_\_\_\_\_  
Do you read any magazines? \_\_\_\_\_ Which ones? \_\_\_\_\_
20. Number, in order of your preference, the five kinds of reading you enjoy most:

\_\_\_\_ Stories of animals  
\_\_\_\_ Fairy tales, fantasies  
\_\_\_\_ Stories of life in other lands  
\_\_\_\_ Romantic stories  
\_\_\_\_ Stories of adventure  
\_\_\_\_ Detective mysteries  
\_\_\_\_ Stories of school and sport  
\_\_\_\_ Stories of home and family  
\_\_\_\_ Historical stories  
\_\_\_\_ Poetry  
\_\_\_\_ Humorous stories  
\_\_\_\_ Hobbies and activities  
\_\_\_\_ Stories of travel and exploration  
\_\_\_\_ Ways of self improvement  
\_\_\_\_ Stories of science and invention  
\_\_\_\_ Biographies  
\_\_\_\_ Stories about occupations  
\_\_\_\_ Religious stories

REPORT OF PUPIL'S INTERESTS QUESTIONNAIRE

This questionnaire was designed not only to provide responses to certain questions which were to be analyzed statistically, but also to make individual diagnosis of the pupil's reading interests possible. The answers to the following questions were found to be pertinent to this study of children's reading interests:- 3, 5, 6 and 12 to 20 inclusive. The answers to the remaining questions have not been analyzed statistically, but their study provided useful information regarding the pupil's attitude and background.

A discussion of the results obtained in the form of each question now follows. Question three was, "When you have an hour or so to spend as you choose, what do you like to do?". It would appear that the children investigated like to read during their leisure time. 69% of the girls and 44% of the boys questioned mention reading as their choice of something to do when they have an hour or so to spend. (See Table IV.) Girls in the upper third in mental ability choose reading as their leisure time activity more frequently than do the girls of the middle or lower third groups. At age twelve 65.2% of the girls in the upper third

TABLE IV  
LEISURE TIME ACTIVITIES  
(EXPRESSED IN PERCENTAGES)  
GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>ACTIVITIES</u>															
Read	65.2	90.0	86.7	66.6	80.4	62.5	79.2	81.2	33.3	69.8	55.6	85.8	50	59.4	57.7
Knit/Sew	13.0	0	13.4	33.3	10.8	0	8.3	6.3	11.1	6.6	0	28.6	10	9.3	12.5
Sports	17.4	23.3	23.3	22.2	21.7	25.0	29.3	21.6	33.3	26.4	22.2	0	13.4	40.6	24.4
Hobby	4.35	13.4	6.67	0	7.6	0	0	14.6	16.7	9.43	0	0	0	3.1	1.3
Wireless	4.35	3.3	6.7	0	4.35	6.3	4.2	6.4	0	4.7	11.1	0	13.4	3.13	7.7
Walk	4.4	0	6.7	0	3.2	6.3	8.3	2.1	5.66	4.7	0	0	0	6.26	2.56
Play	13.0	0	3.3	0	4.3	12.5	4.2	2.1	0	3.7	22.2	28.6	20	0	12.8
Cycle	8.7	6.7	3.3	0	5.4	0	4.2	4.2	5.7	3.8	0	0	3.3	18.8	8.98
Musical Instr.	0	0	3.3	0	1.08	6.3	0	2.1	0	1.9	0	0	0	6.3	2.6
Cinema	0	0	0	0	0	0	4.2	0	0	.94	0	0	0	0	0
Dancing	0	0	0	0	0	0	0	0	5.7	.94	0	0	0	13.1	1.3
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	276

TABLE IV  
LEISURE TIME ACTIVITIES  
(EXPRESSED IN PERCENTAGES)

BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>ACTIVITIES</u>															
Read	56.9	50	46.2	55.7	52.6	34.3	48.7	57.2	23.6	42.8	27.3	18.5	53.9	40.6	36.5
Sports	21.6	20.8	15.4	22.2	20.0	28.6	35.9	25	41.2	31.9	45.5	33.3	26.9	28.2	31.3
Hobby	9.8	16.7	26.9	22.3	16.4	20.0	23.1	25.0	29.4	23.5	45.4	29.6	11.5	21.9	23.9
Wireless	7.9	4.2	0	0	4.5	2.9	12.8	14.3	5.9	9.2	0	7.4	3.9	3.1	4.2
Walk	1.96	4.2	0	0	1.8	2.9	5.1	0	0	2.5	0	0	0	0	0
Play	7.9	8.3	3.9	11.1	7.3	11.4	10.3	3.6	5.9	8.4	9.1	7.4	7.7	3.1	6.3
Cycle	9.8	12.5	0	22.2	9.1	11.4	7.7	0	11.8	7.6	18.2	7.4	3.9	6.3	7.3
Musical Instr.	0	8.3	3.9	0	2.73	0	0	0	5.9	.8	0	0	0	0	0
Cinema	0	0	0	0	0	0	0	0	0	0	0	0	3.9	0	1.04
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

mention reading as their chosen leisure activity as opposed to 62.5% and 55.6% respectively for the girls aged twelve in the middle and lower thirds. At age fifteen 66.6% of the girls in the upper group choose to read as opposed to only 33.3% and 59.4% respectively of the girls aged fifteen in the middle and lower thirds.

Reading for recreation is more popular for girls at the age of thirteen with the exception of girls in the middle third. For this group reading is the most popular activity at the age of fourteen.

Next in popularity for leisure time activity with girls is sports. This popularity persists at most age levels irrespective of mental ability. 21.7% of the girls in the upper third, 26.4% of those in the middle third and 24.4% of those in the lower third mention sports in answer to this question. Sports show a rise in frequency of mention with a rise in age level regardless of mental ability, although in the lower third sports are not mentioned at all at age thirteen. At the age of fifteen sport is second to reading in respect of most popular activities regardless of mental ability.

Play, which can be distinguished from sports in that it indicates less organization of activity, was more popular with younger girls, particularly with the girls in the lower third. 12.8% of the lower third girls mention "play" as a leisure time activity while only 4.3% of the upper third choose this as a preferred leisure time activity. Such activities as knitting and sewing or listening to the wireless show little relationship to either age or mental ability although there is a slight rise in the frequency of mention of these activities for the girls in the lower third. The few girls who mention dancing as a desirable leisure-time activity are, without exception, to be found in the oldest age group used in this investigation, and none of them appear in the upper third in intelligence.

Boys mention reading most frequently as a favourite recreation, and as with girls, the greater the mental ability, the more is reading preferred (52.6% of boys in the upper third, 42.8% in the middle third and 36.5% in the lower third). Replacing reading as a favourite leisure-time activity for boys in the lower third at ages twelve and thirteen, are sports

TABLE V  
WIRELESS PROGRAMMES MOST ENJOYED  
(EXPRESSED IN PERCENTAGES)  
GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>PROGRAMME</u>															
Music	33.3	32.2	42.9	40	36.8	30	18.6	34.7	55.6	33.3	12.5	44.5	55.6	38.7	42.7
News	0	0	0	0	0	5	0	0	0	.8	0	0	0	0	0
Quiz/Talent	33.3	7.1	21.4	30	20.7	25	33.3	30.6	11.1	27.2	50	11.1	14.8	32.3	25.3
Educational	0	0	0	0	0	9	3.7	2.04	0	2.6	0	0	0	0	0
Sports	9.6	3.6	0	10	4.2	10	0	8.2	11.1	7.0	0	11.1	3.7	3.2	4.0
Stories	23.8	57.2	35.7	20	37.9	25	44.4	24.5	22.2	28.9	37.5	33.3	25.9	25.8	28.0
N =	21	28	28	10	87	20	27	49	18	114	8	9	27	31	75

TABLE V  
WIRELESS PROGRAMMES MOST ENJOYED  
(EXPRESSED IN PERCENTAGES)  
BOYS

I. C. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>PROGRAMME</u>															
Music	11.6	8	33.3	22.2	16.7	5.88	7.33	21.4	16.7	11.6	0	12.5	11.5	0	6.4
News	0	0	0	0	0	2.9	2.4	3.6	0	2.5	6.3	0	0	0	1.06
Quiz/Talent	38.5	44	20.8	22.2	34.6	20.6	14.7	21.4	16.7	18.4	43.8	29.2	27.9	32.2	31.9
Educational	57.7	4	4.2	0	4.5	0	2.4	0	0	.8	12.5	0	0	3.6	3.2
Sports	13.5	12	20.8	33.3	16.7	23.5	46.3	25	50	35.5	18.8	33.3	38.4	35.7	33.0
Stories	30.8	32	20.8	22.2	28.2	47.1	26.8	28.6	16.7	31.4	18.8	25	23.1	28.6	24.5
N =	52	25	24	9	110	34	41	28	18	121	16	24	26	28	94



and hobbies. At age twelve sports with 45.5% of the boys choosing it and hobbies with 45.4%, are almost twice as frequently mentioned as reading (27.3%). Table IV shows that girls have a wider range of activities than have boys.

Question five was, "Have you a wireless set? Put an 'X' against the programme you enjoy most". The most popular type of wireless programme for girls is "music" (36.6%) followed by "stories and serials" (31.5%) and "quiz or talent shows" (26.6%). Music, though popular at all ages, increases in popularity with age as shown in Table V. 33.3% of girls aged twelve in the upper third mention music while 40% aged fifteen in that group indicate it. For the middle third interest increases from 30% (aged twelve) to 55.6% (aged fifteen) and in the lower third the increase is from 12.5% to 38.7%. Conversely, wireless serials and stories become slightly less popular with age at all levels of mental ability, for of the girls in the upper third at age fifteen only 20% prefer them. In the middle third at age thirteen 44.4% prefer wireless stories with only 22.2% at age fifteen expressing this preference. In the lower third at age

twelve, 37.5% of the girls prefer stories while 25.8% of girls in this third aged fifteen prefer them. From the results obtained in Table V it seems that news reports and educational features attract few girls at any level of age or mental ability. Only girls in the middle third mention listening to these programmes and they represent only 3.5% of the total feminine listeners investigated.

Sports reports and stories, each with 28.3%, and quiz or talent programmes with 27.7% represent the most popular wireless programmes for boys. 34.6% of the boys in the upper third prefer quiz-talent shows, while 35.5% of the boys in the middle third and 33% of the boys in lower third prefer sporting broadcasts. The second most popular programme for the upper and middle third groups of boys is radio stories and serials, while in the lower third quiz-talent shows are second in popularity. Music loses in popularity from the upper third to the lower third in mental ability with a drop from 16.7% to 6.4%. The older boys have a greater interest in music than younger ones except in the lower third where music is not mentioned by either the twelve or fifteen year-old boys.

Age fourteen seems to be the age where music is most enjoyed and appreciated by boys. A glance at Table V indicates that few boys listen to educational or news broadcasts when any other programme is available, for boys mentioning these programmes as most enjoyed represent only 4% of the total number of boys consulted in this survey.

Differences in interests in wireless programmes which can be attributed to sex are evident in attitude toward music and sports broadcasts. Musical programmes are high in the selections of girls (36.6%) but seldom chosen by boys. Conversely, boys prefer sports broadcasts (28.3%) while few girls (5.4%) choose to listen.

Question six was, "How often do you go to the cinema? With whom do you go? Number the five kinds of films you like best, in the order in which you like them." The reason for this question was the belief of the investigator that cinema interests might often represent reading interests. It is a fact well-known to librarians that when the plot of a book is made into a film the circulation of the book increases. In addition, cinema attendance, as wireless listening, is a passive form of recreation which in recent years has

been accused of usurping time previously used for reading. The section of this question "With whom do you go?" is individually diagnostic but not pertinent to the statistical analysis and therefore not used.

Most girls (46.3%) attend the cinema 4-10 times a month. This is equivalent to once a week or oftener. 6.2% of girls report that they never attend the cinema. Attendance is most frequent at the lower third, for 56% of this group go to the cinema once a week or oftener, while only 39.6% in the upper third go so often. From Table VI age seems to have little bearing upon the frequency with which girls patronize the cinema.

As with girls, most of the boys investigated attend the cinema 4-10 times per month. Only 3.1% of all the boys state they never attend. From Table VI a rise in frequency of attendance coincides with a decrease in the mental ability of the boys. This is evident by the fact that 55.3% of the boys in the lower third attend at least once a week, while only 48.3% of the middle third and 38.5% of the upper third attend once a week. The older more intelligent boys appear less addicted to cinema going, for 20% of boys aged fifteen in the upper third attend movies once a

TABLE VI

CINEMA ATTENDANCE PER MONTH  
(EXPRESSED IN PERCENTAGES )

GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>ATTENDANCE</u>															
4 - 10 times	38.0	36.7	38.7	55.6	39.6	46.7	56.0	51.0	47.3	50.8	57.2	55.6	61.6	51.6	56.0
1 - 3 times	28.6	50.0	30.7	33.3	33.0	26.7	24.0	17.8	31.6	22.7	14.3	0	26.9	21.2	20.0
Seldom	28.6	33.3	16.1	11.1	24.2	13.3	12.0	25.5	15.8	19.1	14.2	22.2	3.8	24.2	16.0
Never	4.8	-	6.5	-	3.2	13.3	8.0	5.7	5.3	7.3	14.3	22.2	7.7	13.03	8.0
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78

TABLE VI  
CINEMA ATTENDANCE PER MONTH  
(EXPRESSED IN PERCENTAGES)  
BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>ATTENDANCE</u>															
4 - 10 times	41.2	32.2	47.8	30.0	38.5	58.9	39.5	37.9	64.8	48.3	30.8	56.0	58.4	60.6	55.3
1 - 3 times	31.4	32.2	34.8	50.0	33.9	17.7	34.2	31.0	23.4	27.2	39.8	24.0	25.0	27.4	26.6
Seldom	25.5	35.6	17.4	20.0	25.8	20.6	23.7	24.2	11.8	21.2	30.8	16.0	13.5	9.0	14.9
Never	1.9	-	-	10.0	1.8	2.8	2.6	6.9	0	3.3	7.6	4.0	3.1	3.0	3.2
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

week, 64.8% of the corresponding group in the middle third and 60.6% in the lower third. No relationship between the age or mental ability is apparent among boys who never attend the cinema. This may result from parental control rather than pupil choice. There are no apparent differences which can be attributed to sex in frequency of cinema attendance.

Asking each child to number the five kinds of films he liked best, in the order in which he liked them, was an effort to determine themes which are popular with children. In weighting the responses the first and second choices were given the greatest weight because it was believed that these choices would most accurately represent the pupil's preferences. Ten points were allowed for a first choice, seven points for a second choice, four points for a third choice, two points for a fourth choice and one point for a fifth choice. The raw score (found by adding together the total points received in each category) was then converted to a percentage score using the total maximum score possible as 100%.

Among girls who attend the cinema the most popular type of film is "mystery", with a 44.3% rating.

Next in popularity are "comedies" closely followed by "love" and "sad" films. Cartoons, if combined with comedies into one category of humour, would be the most popular kind of film with a 57.1% rating. Some differences which may be attributed to differences in mental ability of the girls may be seen in Table VII. While comedies are the most popular for the girls in the upper third (42.4%), mysteries are the most popular for the middle and lower thirds (46.7% and 47.9%). Cowboy shows are more popular with pupils in the lower third (26.2%) than in the upper third (12.3%). Nine types of films were listed in the questionnaire with a space provided for additional choices to be added. An interesting item in Table VII is the lack of "write-in" choices by girls in the lower third. Girls in the other thirds used this opportunity, but the girls in the lower third added only one category, "musical shows".

Some differences in cinema interests of the girls studied may be attributed to age, for older girls exhibit greater interest in films of love and romance. This is demonstrated in the upper third by the increase in percentage rating from the age of twelve (27.4%) to



TABLE VII  
TYPES OF CINEMA PREFERRED  
(EXPRESSED IN PERCENTAGES)

GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>TYPE</u>															
Cowboy	17.4	7	12.0	17.8	12.3	10	10.9	8.14	20.6	13.0	33.3	28.6	25.0	24.7	26.2
Mystery	36.6	36.3	36.0	57.8	38.3	51.9	58.4	43.0	36.7	46.7	34.4	38.6	46.7	51.9	47.9
Society	9.6	9.4	8.3	8.9	9.04	1.8	8.3	5.6	3.33	5.3	7.8	0	6.0	3.13	4.5
Love	27.4	21.0	43.3	41.1	31.9	16.9	47.5	33.2	47.8	36.4	24.4	44.3	45.0	31.9	37.2
Cartoon	28.7	15.0	13.3	8.9	17.3	31.3	15.9	18.9	20.6	20.3	32.2	28.6	12.0	23.2	20.4
Comedy	36.1	60	34.3	26.7	42.4	61.9	33.3	37.5	33.3	39.6	24.4	22.8	30.3	31.9	29.5
Gangster	13.5	9.0	2	8.9	7.8	1.8	10.4	7.08	4.4	6.61	15.6	15.7	10.3	10	8.7
Educational	7.4	15.0	10	12.2	11.5	2.5	10	9.17	13.3	8.9	21.1	2.86	3.3	12.8	9.2

Sad	21.8	18.3	30.3	24.4	23.7	13.1	20	28.5	21.1	23.0	32.2	8.51	22.7	31.6	26.2
Animal	0	.7	3.3	0	1.3	0	0	0	5.6	.95	0	0	0	0	0
Musical	19.2	28.7	29.0	33.3	16.4	1.2	7.9	18.2	15	12.7	0	14.3	9.0	11.6	9.5
War	0	0	0	0	0	0	0	1.46	0	.66	0	0	0	0	0
Sports	0	4.6	4.6	0	3.0	0	0	0	0	0	0	0	0	0	0
Historical	0	0	0	0	0	0	0	.84	0	.38	0	0	0	0	0
Adventure	0	0	3.3	0	1.09	0	0	0	0	0	0	0	0	0	0
Air Stories	0	0	3.3	0	1.09	0	0	0	0	0	0	0	0	0	0
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78

TABLE VII

TYPES OF CINEMA PREFERRED  
(EXPRESSED IN PERCENTAGES)

## BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>TYPE</u>															
Cowboy	35.7	19.6	3.5	18.9	23.2	34.3	27.7	14.6	27.1	26.1	41.8	28.5	27.7	20.3	27.1
Mystery	48.2	48.8	43.4	18.9	44.8	46.6	30.0	44.7	43.6	40.3	54.6	43.7	62.7	52.2	53.0
Society	3.34	2.1	5.4	0	3.3	2.0	2.82	3.6	0	2.4	7.3	5.6	5.39	3.4	5.0
Love	3.53	5.4	5.0	1.1	4.1	4.3	6.4	5.0	10.0	5.98	8.2	2.2	10.4	3.13	5.4
Cartoon	44.7	30.8	25.0	27.8	35.7	46.8	38.7	25.7	22.3	35.7	50.9	40.4	32.7	33.4	37.2
Comedy	47.3	45.0	45.8	25.6	44.6	39.4	46.4	46.8	54.8	45.7	30.8	40.4	45.0	45.4	42.2
Gangster	30.6	17.9	11.9	2.2	21.1	32.3	22.6	21.4	21.2	24.8	15.5	16.7	21.2	19.1	18.7
Educational	12.4	9.6	10.4	22.2	12.1	11.2	2.8	13.9	10.6	9.0	21.8	8.5	14.6	19.7	15.4

Sad	2.16	2.5	7.7	0	3.4	7.15	8.7	12.5	1.18	8.1	.91	1.1	12.7	13.7	8.4
Animal	0	0	3.85	0	.9	5.14	0	0	0	1.5	0	0	0	0	0
War	0.39	4.17	0	0	1.1	5.7	3.08	0	0	2.7	0	7.41	3.85	3.13	4.2
Sports	0	0	0	0	0	2.9	0	0	0	.8	0	0	0	0	0
Musical	6.5	4.6	4.23	0	5	0	5.39	19.3	.59	5.5	0	.37	.39	.63	.4
Serial	.39	0	0	0	1.8	0	0	0	0	0	0	0	0	0	0
Adventure	0	0	0	0	0	0	0	0	.59	.08	0	0	0	0	0
Classics	0	0	3.85	0	.9	0	0	0	0	0	0	0	0	0	0
Historical	0	0	0	0	0	0	0	0	0	0	0	0	.39	.31	.2
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

the age of fifteen (41.1%). A similar increase is evident in the middle and lower thirds. Older girls in the middle third exhibit less interest in comedies, for there is a decrease in the percent rating from 61.9% at age twelve to 33.3% at age fifteen. There is a slight falling off of interest in cartoons with older girls which is exhibited at all the levels of mental ability.

The most popular cinemas for boys are those which involve a mystery (45.6%), a comedy (44.3%), cartoons (36.2%), cowboy and Western stories (25.4%), and gangster films (21.7%). Combining the types of film into the categories used for this study, mystery (containing mystery and gangster films) would still be the most popular with humour (comedies and cartoons) a close second.

Mysteries, while popular at all levels, are most popular in the lower third where a 53% rating is given. Another fact which may result from difference in mental ability is that older boys in the upper third are less interested in the gangster-type film than boys of the same age in the lower third. Only a 2.2% rating is given gangster films by boys in the upper third, while

ratings of 21.2% and 19.1% are given by boys aged fifteen in the middle and lower thirds respectively.

Both boys and girls enjoy mystery and comedy films, but girls are also interested in sad films or films with a theme of love and romance. Boys are little interested in these two categories but find cowboy and gangster films an adequate substitute. Girls more often indicate a preference for musical films which receive only a 3.8% total point rating from boys.

Question twelve was, "Do you like school? Name any subject you like. Name any subject you dislike." This was an effort to get the pupil's general attitude toward school, and to determine the types of subjects which children liked or found disagreeable.

In attitude toward school most girls (88.3%) state that they do enjoy attending school. (See Table VIII). This leaves only 11.7% actively disliking school. A greater percentage of the girls of the lower third dislike school (19.7%) than do girls of the upper third (7.3%). The peak period for a favourable attitude to school is at age thirteen for the upper and lower thirds, where 96.4% and 87.5%

TABLE VIII  
ATTITUDE OF PUPILS TOWARD SCHOOL  
GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>ATTITUDE</u>															
Liked School	90.0	96.4	95.3	81.8	92.7	84.6	85.2	91.3	100	90.1	50	87.5	85.7	81.8	80.3
Disliked School	9.1	3.6	4.7	18.2	7.3	15.4	14.8	8.7	0	9.9	50	12.5	14.3	18.2	19.7
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78

BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>ATTITUDE</u>															
Liked School	78.7	82.6	92.0	88.9	83.7	79.4	82.3	100	83.3	85.8	92.3	78.2	88.0	64.3	78.7
Disliked School	21.3	17.4	8.0	11.1	16.3	20.6	17.7	0	16.7	14.2	7.7	21.8	12.0	36.7	21.3
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

respectively state that they like school. An exception to this trend is apparent in the middle third where all girls (100%) state they like school.

A liking for or dislike of school is not restricted to any mental ability group for boys, as the differences, with a range from 16.3% in the upper third to 21.3% in the lower third, are negligible. 83% of the boys interviewed for this study state that they like school. Attending school is a more popular activity for boys at age fourteen than at any other, though at the lower third the most favourable attitude is at age twelve where 92.3% of the boys express a liking for it.

As 17% of the boys state a dislike of school and 11.7% of the girls, it appears that girls as a group find school slightly more enjoyable than do boys.

Most popular subjects for girls in school as reflected in Table IX are arithmetic and history with 15.6% of the girls answering the question stating this preference. Nearly all the subjects in the curriculum receive some votes. As the most popular subjects receive only 15.6% each, it is apparent that there is a great divergence of opinion among the girls as to the subjects liked.



TABLE IX

## SCHOOL SUBJECTS LIKED BY GIRLS OF EACH SUB-GROUP

(EXPRESSED IN PERCENTAGES)

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>SUBJECTS</u>															
Arithmetic	30.4	10.0	23.3	11.1	19.6	6.3	12.5	27.3	5.6	17.0	22.2	28.6	3.3	6.3	8.9
Afrikaans			13.5		4.4	6.3	8.3	2.1	5.6	4.7		28.6	16.7	3.1	10.3
Art	4.4	10.0	6.7	0	6.5		33.4	8.3	5.6	12.3	11.1	14.3	10.0	6.3	8.9
Bible			3.3		1.1			2.1		.9					0
Reading	4.4				1.1		12.5	2.1	5.6	4.7			6.7	3.1	3.8
English	17.4		6.7	53.3	9.8	12.5	12.5	8.3	5.6	9.4	22.2	14.3	6.7	21.9	15.4
Geography	17.4	3.3			5.4	12.5	29.2	4.2	5.6	11.3		14.3	10	12.5	10.3
History	21.8	16.7	16.7	11.1	17.4	31.5	16.7	10.2	11.1	15.1			16.7	18.8	14.1
Music	4.4	10.0			4.4			4.2		1.9	11.1		28.6		3.8
P.T.	13.4	20	13.3		14.1	12.5	8.3	16.7	5.6	12.3			13.3	15.6	11.4

Sewing	13.4	10		22.2	8.7	18.8	4.2	10.2	11.1	9.4	33.3	14.3	3.3	12.5	11.4
Cooking		3.3	6.7		3.3			8.3	11.1	5.7			6.7	3.1	3.8
Typing				11.1	1.1		4.2	6.3	11.1	5.7				3.1	1.3
Latin		3.3	10		4.4			4.2		1.9			6.7	3.1	3.8
Shorthand			3.3	11.1	2.2			6.3		2.8			6.7		2.6
Woodshop					0					0				3.1	1.3
Nature Study					0	6.3	4.2	2.1		2.8					0
Hygiene					0	6.3	4.2			1.9	11.1				1.3
Bookkeeping			6.7		2.2					0					0
Science		13.3	13.3	22.2	10.9			14.6	11.1	8.5			10		3.8
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78

TABLE IX

## SCHOOL SUBJECTS LIKED BY BOYS OF EACH SUB-GROUP

(EXPRESSED IN PERCENTAGES)

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>SUBJECTS</u>															
Arithmetic	11.8	16.7	15.4		12.7	8.6	18.0	21.4	5.9	14.3	27.3	18.5	7.7	12.5	14.6
Afrikaans	2.0			11.1	1.8	14.3	7.7	3.6	11.8	9.2	27.3	3.7	19.2	6.3	11.5
Art	13.7	8.4		11.1	9.1	8.6	10.3	3.6	5.9	7.6	9.1		3.8		2.1
Bible					0	2.9		3.5		1.7	9.1				1.0
Reading	5.9				2.7		5.1			1.7					0
English	7.8	8.4	7.7	33.3	10.0	5.7	5.1	7.1	11.8	6.7		11.1	11.5	6.3	8.3
Geography	19.8	4.2	3.8		10.9	11.4	10.3	7.1		8.4	18.2	22.2	19.2	18.8	19.8
History	15.7	20.8	19.2	22.2	18.2	14.3	12.8	17.9	17.7	15.1	18.2	7.4	3.8	3.1	6.3
Music & Sing.	2.0				0.9			3.6		0.8					0
P.T.	3.9		3.8	11.1	3.6		2.6	3.6	23.6	5.0	9.1				1.0

Spelling	2.0				0.9	2.9				0.8	3.7			1.0	
Latin		4.2	11.5		3.6		2.6		5.9	1.7		7.7		2.1	
Science		20.8	34.7	11.1	13.6		2.6	25.1	11.8	8.4		7.4	11.5	18.8	11.5
Woodwork	3.9	8.4	3.8	11.1	5.5	11.4	12.8	14.3	5.9	11.8		7.4	15.4	28.2	15.6
Nature Study	7.8	4.2			4.5	11.4	7.7			5.9					0
Hygiene		4.2			0.9		7.7			2.5		3.8			1.0
Bookkeeping	2.0				0.9		2.6	3.6	5.9	2.5					0
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

More girls in the upper third state arithmetic as the most liked subject than do those in the lower third. 19.6% of the girls in the upper third choose arithmetic as their favourite subject while only 8.9% of the girls in the lower third mention the subject. In the upper and lower thirds a smaller percentage of girls aged fifteen state a liking for arithmetic than do those aged twelve. For the upper third 30.4% of the girls aged twelve like arithmetic and only 11.1% aged fifteen; while for the lower third the corresponding range is from 22.2% to 6.3%. In the middle third arithmetic is more popular at age fourteen (27.3%) than at age twelve (6.3%). The wide range of possible choices means that some subjects are not mentioned at all by some of the sub-groups in this study. Arithmetic is the only subject mentioned by girls in all of the sub-groups.

As with the girls, no one subject received a large percentage of votes from the boys. Arithmetic (13.8%), history (13.2%), geography (12.6%) and science (11.2%) are the most frequently mentioned subjects. History is a more popular subject with the upper third, receiving 18.2% of the votes of those

boys compared to 6.3% of the lower third. Woodwork was a subject more popular with the boys in the lower third (15.6%) than with the middle third (11.8%) and upper third (5.5%). English is more popular with older boys at the upper and middle thirds but is less popular with older boys at the lower third, for at age twelve 7.8% of the boys in the upper third mention English as a favourite subject while 33.3% like the subject at age fifteen. In the lower third 11.1% of the boys aged thirteen like English as a study, but only 6.3% at age fifteen.

Both boys and girls mention arithmetic and history most frequently as liked subjects. Distinct differences which may be attributed to sex are not apparent because of the wide range of choice. It seems significant to this study that the subjects of reading and literature are not popular with either sex.

The subjects which receive the highest percentage of votes as being disliked by girls are arithmetic (36%), science (14.2%), Afrikaans (12.3%) and history (11.6%). These subjects show little difference which can be attributed to intelligence. Latin and geography are most disliked by girls in the middle third, receiving 16.1% votes each. English grammar is least unpopular

with older girls as 21.8% of the girls in the upper third, aged twelve, dislike the subject while no girls mention disliking it in this group at age fifteen. In the middle third the corresponding range is from 12.5% to 5.6%, and in the lower third 11.1% to 3.1%.

Science is most disliked by the two older age groups at all levels of mental ability.

The most unpopular subjects for boys (Table X) are arithmetic (25.8%), history (15.7%) and Afrikaans (15.1%). Examined by differences exhibited in I.Q. groups, arithmetic and Afrikaans are the most unpopular subjects at the upper and middle thirds while arithmetic and history are highest in unpopularity at the lower third. Arithmetic is more disliked by younger boys, for in the upper group 43.2% of the boys dislike the subject at age twelve and 33.3% at age fifteen. In the middle third the corresponding percentages are 31.4% to 23.6%, and in the lower third these percentages are 45.5% to 18.8%.

In dislike of school subjects girls and boys are quite similar. Both rate arithmetic, history and Afrikaans among the subjects disliked. The boys do not find science so disagreeable as do girls, although this subject is mentioned more frequently by the older

TABLE X

## SCHOOL SUBJECTS DISLIKED BY GIRLS OF EACH SUB-GROUP

(EXPRESSED IN PERCENTAGES)

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>SUBJECTS</u>															
Arithmetic	34.8	43.3	26.7	33.3	34.8	56.3	58.4	22.9	27.8	36.8	22.2	28.6	33.3	46.9	37.2
Afrikaans	13.1	13.3	6.7	22.2	12.0	12.5	12.5	8.3	5.6	9.4	22.2	0	26.7	9.4	16.7
Bible					0					0					0
Eng. Grammar	21.8	6.7	3.3	0	8.7	12.5	4.2	4.2	5.6	5.7	11.1	14.3	3.3	3.1	5.2
Sewing		3.3			1.1				5.6	0.9					0
Geography	13.1				3.3	12.5	8.3	6.3		16.1	33.3	14.3	13.3	6.3	12.8
Latin		13.3	6.7	11.1	7.6			12.5	5.6	16.1			3.3		1.3
History	17.4	10.0	10.0	11.1	12.0	12.5	25.0	6.3	16.7	13.2	0	57.2	3.3	6.3	9.0
Bookkeeping				22.2	2.2				11.1	4.7				3.1	1.3



Music				3.3	1.1					0					0
Science	4.4	10.0	20.0	11.1	12.0	0	4.2	29.2	11.1	16.1	0	0	10.0	25.0	14.1
Singing			3.3		1.1					0			3.3		1.3
Art	8.7				2.2		4.1			.9					0
Woodwork		3.3			1.1					0					0
Nature Study			3.3		1.1	6.3	4.2	2.1		2.8			3.3		1.3
Cooking	13.1	3.3			4.4					0					0
Spelling					0									3.1	1.3
Hygiene			6.7		2.2								3.3		1.3
Shorthand					0			2.1	5.6	1.9					0
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78

TABLE X

## SCHOOL SUBJECTS DISLIKED BY BOYS OF EACH SUB-GROUP

(EXPRESSED IN PERCENTAGES)

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>SUBJECTS</u>															
Arithmetic	43.2	20.8	23.1	33.3	32.7	31.4	23.1	3.6	23.6	21.0	45.5	29.7	15.4	18.8	25.0
Afrikaans	23.5	16.7	15.4	11.1	19.1	8.6	18.0	25.0	5.9	15.1	18.2	3.7	11.6	12.5	10.4
Bible					0		2.6	7.1		2.5					0
Eng. Grammar	1.9	4.2	3.8	11.1	3.6	11.4	2.6	0	0	4.2	27.3	3.7	11.6	6.3	9.4
Geography	1.9	12.5	7.7	11.1	6.4	2.9	7.7	14.3	17.7	9.2	0	11.1	7.7	6.3	7.3
Latin	1.9	16.7	7.7	0	6.4	0	10.3	7.1	29.4	9.2	0	3.7	3.8	0	2.1
History	9.8	20.8	15.4	0	12.7	22.8	12.8	14.3	0	14.3	18.2	25.9	30.8	9.4	20.8
Bookkeeping					0					0				3.1	1.0

Music	1.9				.9	2.9	5.1		2.5		3.7		3.1	2.1
Science		8.3	15.4	11.1	6.4		2.6		23.6	4.2			16.7	5.2
Singing	3.9				1.8	2.9				.8	9.1			1.0
Art	3.9				1.8					0	9.1			1.0
Woodwork	7.9	4.2			4.5	2.8	7.7	7.1		5.0		3.7	3.8	2.0
Nature Study	1.9				.9	2.9	2.6	3.6		2.5				0
Spelling	1.9				.9	5.7				1.7		3.7	7.7	3.1
Hygiene	1.9				.9			3.6		.8				0
P.T.					0	2.9				.8				0
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	96

pupils of both sexes.

Question thirteen was, "Do your parents urge you to read? Do your parents read books, magazines, newspapers?" This question was included to develop some knowledge of the reading environment in the home of the pupils. Approximately 50% of the parents of girls in each mental ability group actively encourage their children to read, although a smaller percentage of parents of girls in the lower third do so. Nearly all parents of girls considered in this investigation do read books, magazines and newspapers, but the lowest percentages are noted in the parents of children in the lower third. In the upper third a larger percentage of parents of girls read newspapers (94.7%) than read books or magazines. In the middle third a larger percentage read books (99.1%) while more parents of girls in lower third are believed by their children to read magazines. No inference is intended that this is the only type of material read in each case. (See Table XI).

Little relationship is apparent between the age of the pupil and the percentage of parents who urge their daughters to read.

In the case of boys the largest percentage of

TABLE XI

## PARENT ATTITUDE TOWARDS READING AS REPORTED BY CHILD

(EXPRESSED IN PERCENTAGES)

## GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>QUESTION</u>															
Urge child to read ?	60.9	36.7	53.4	88.9	53.3	31.3	62.5	50.9	38.8	50.0	33.3	57.4	46.6	50	48.8
Parents read books ?	100	93.4	63.3	100	88.1	81.4	100	98.0	83.3	99.1	66.7	57.4	93.7	90.7	87.3
Parents read magazines ?	100	96.8	73.4	100	93.6	87.5	100	98.0	83.3	97.2	77.8	100	90.0	87.5	91.1
Parents read newspapers ?	87.0	93.4	96.8	100	94.7	81.4	95.9	95.9	83.5	91.6	22.2	100	93.4	96.9	87.5
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78

TABLE XI  
PARENT ATTITUDE TOWARDS READING AS REPORTED BY CHILD  
(EXPRESSED IN PERCENTAGES)

BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>QUESTION</u>															
Urge child to read ?	39.2	54.3	53.9	88.9	50	25.7	35.9	64.4	53.0	42.0	81.9	48.2	53.9	65.7	59.4
Parents read books ?	86.3	95.9	88.5	100	90	91.5	94.9	89.4	100	94.2	100	85.2	100	90.7	94.9
Parents read magazines ?	98.2	95.9	96.2	100	97.2	97.2	94.9	96.4	100	97.5	100	85.2	100	87.5	95.9
Parents read newspapers ?	90.3	62.5	92.4	88.9	84.6	94.4	94.9	96.4	100	95.9	100	77.8	100	81.3	89.6
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

parents who urge their sons to read is found in the lower third where a total of 59.4% encourage their children to read. At the upper third more parents (88.9%) of boys aged fifteen encourage their children to read than of boys at any other age in that group. Of the middle third, the peak period is at age fourteen (64.4%) while at the lower third the peak period is at age twelve (81.9%). Boys in each mental ability group believe their parents to read more magazines than books or newspapers.

For the upper and middle thirds a larger percentage of parents of older boys urge their sons to read than do parents of younger boys, for 39.2% of the parents of boys aged twelve in the upper third urge their children to read while 88.9% of the boys aged fifteen in this group are urged to read. For the middle third the corresponding percentages are, 25.7% and 53%. The reverse of this is true at the lower third with boys aged twelve represented by 81.9% and boys aged fifteen by 65.7%. There seems little relationship between the ages of the boys and the number of parents who read books, magazines and newspapers.

A high percentage of parents of both boys and girls read these three types of material. These percen-

tages are so high that a fairly homogeneous reading background for all levels seems assured. Approximately 50% of the parents of both boys and girls urge their children to read.

Question fourteen was, "Do you enjoy reading? Do you like to have someone read to you? How much time do you spend each day in reading apart from lessons? What kinds of stories do you like to read at present?" This question was included to get the pupil's reaction to being read to, and his attitude towards reading. It was also intended to gain some idea of the amount of time each child believed he spent reading, apart from lessons. The section of this question pertaining to kinds of stories which the pupils enjoy is covered more fully in question twenty of this questionnaire and was therefore not tabulated. Table XII summarizes results obtained from the first two sections of the question pertaining to the child's attitude towards reading. These results are most heartening to educationists as 96% of both girls and boys state that they enjoyed reading. For girls, age twelve seems to be the period where least enjoyment is found in reading, as the smallest percentages are found in that age group. The girls in the lower third enjoy listening to someone



TABLE XII

PERCENTAGE OF PUPILS IN EACH SUB-GROUP WHO ENJOY READING AND BEING READ TO

## GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>ATTITUDE</u>															
Enjoy Reading	65.2	96.8	100	100	92.5	87.5	100	93.9	88.9	96.4	66.7	100	96.7	100	95.0
Enjoy Listening	13.4	16.7	33.3	33.3	22.8	6.3	25.0	29.2	22.2	23.6	44.4	42.8	20.0	34.4	35.9
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78

## BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>ATTITUDE</u>															
Enjoy Reading	100	95.9	92.4	100	97.2	91.5	94.9	100	94.2	95.9	100	88.9	92.4	87.5	91.8
Enjoy Listening	35.3	16.7	7.7	11.1	22.7	14.3	25.7	10.7	23.6	18.5	18.2	44.4	23.1	34.4	32.3
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

reading to them the most (35.9%), the middle third next (23.6%) and the upper third least (22.8%).

A greater percentage of older girls state they enjoy reading than do the younger girls, although this tendency is not so noticeable with the middle third whose characteristics throughout this study have not been as distinct. For the upper third this tendency for older girls to obtain more enjoyment from reading is indicated by the percentage of girls aged twelve (65.2%) compared with those aged fifteen (100%). For the middle third the corresponding percentages are 87.5% and 88.9%; for the lower third these percentages are 66.7% and 100%. There is also a greater percentage of older girls than younger girls who enjoy being read to which is indicated by the percentages of girls aged twelve and fifteen in the upper and middle thirds. These percentages for the upper third are, 13.4% and 33.3%, and for the middle third, 6.3% to 22.2%. The opposite is true in the lower third where the percentages are 44.4% for girls aged twelve and 34.4% for girls aged fifteen.

More boys in the upper third (97.2%) enjoy reading than in either of the other mental ability groups.

The percentages are so consistently high that no

relationship between age and reading enjoyment of boys is discernible. Girls and boys in the lower third enjoy being read to more often than any other group. Generally this found most favour for girls of the lower third at the age of twelve, and for boys the peak was at the age of thirteen in the same I.Q. group.

Few girls state they do not read at all, and these were confined to the upper third. A total of 42.6% of all the girls state that they spend over one hour in reading each day apart from their school lessons, while 78.3% read more than thirty minutes per day. The largest percentage of girls who read over an hour a day are in the upper third (46.6%), with a slight decrease to 39.6% at the lower third. Also, as has been stated previously, the only girls who say they spend no time in reading whatever, are aged thirteen in the upper third. (See Table XIII).

A greater percentage of younger girls than older girls say they devote 31-60 minutes per day in recreational reading, for in the upper third 52.2% of the girls aged twelve indicate that they spend 31-60 minutes per day with only 22.2% of the girls aged fifteen spending the same amount of time. The corresponding figures for the middle third are 43.7% and 27.9%, and for the

TABLE XIII

TIME SPENT IN READING, APART FROM LESSONS, BY PUPILS IN EACH SUB-GROUP  
(EXPRESSED IN PERCENTAGES)

## GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>MINUTES</u>															
None	0	3.3	0	0	1.1	0	0	0	0	0	0	0	0	0	0
1 - 30	4.4	26.7	23.4	23.3	20.7	25.0	8.3	22.9	33.3	21.7	44.4	0	16.7	31.3	24.4
31 - 60	52.2	30.0	30.0	22.2	31.6	43.7	41.7	35.4	27.9	36.7	44.4	42.8	43.3	25.0	36.0
Over 60	43.4	40.0	46.6	54.5	46.6	31.3	50.0	41.7	38.8	41.6	1.2	57.2	40.0	43.7	39.6
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78

TABLE XIII

TIME SPENT IN READING, APART FROM LESSONS, BY PUPILS IN EACH SUB-GROUP

(EXPRESSED IN PERCENTAGES)

## BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>MINUTES</u>															
None	2.0	0	0	0	0.9	2.9	7.7	0	0	3.4	18.2	14.8	26.9	6.2	15.6
1 - 30	29.4	29.2	19.2	22.2	26.3	28.5	30.7	14.4	17.6	24.5	27.3	22.2	30.8	21.9	25.0
31 - 60	31.3	41.8	38.5	33.3	35.5	37.2	35.9	42.8	47.1	39.5	18.2	33.3	26.9	43.7	33.3
Over 60	37.3	29.2	42.3	44.5	37.3	31.4	25.7	42.8	35.3	32.8	36.3	29.7	15.4	28.2	26.1
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

lower group these percentages are 44.4% and 25%. The reverse of this is true for those girls who devote the most time to reading, which is recorded as over 60 minutes per day. In the upper third the increase is from 43.4% aged twelve to 55.6% aged fifteen. For the middle third the increase is from 31.3% to 38.8%, while for the lower third the increase is from 1.2% at age twelve to 43.7% at age fifteen.

As with girls, the great proportion of the boys (68.2%) read more than one-half hour daily, apart from time spent on lessons, with the largest percentage (36.1%) reading from 31-60 minutes per day. Only 6.7% of the boys indicate they do not read at all except to complete home-work, and the greatest percentage of boys who report they do only required reading are found in the lower third. This is demonstrated by the fact that in the upper third only 0.9% did no recreational reading, 3.4% in the middle third and a total of 15.6% of boys in the lower third say that they read only required material. There is a similar pattern for those boys who indicate that they read 1-30 minutes and over 60 minutes per day. But this pattern does not hold true for those who say they read 31-60 minutes per day.

Girls spend more time in reading than boys as

indicated by the percentage who read over one hour each day. 44.4% of the girls and only 34.2% of the boys read over one hour per day. A larger proportion of boys than girls indicate that they read nothing that is not required of them. The percentages are 6.7% for boys with 0.3% for girls.

Question fifteen was, "How many library books do you get from the library every month? Does anyone help you in selecting library books? If so, who?". It was hoped to find from this question not only the child's idea of the amount of reading done each month, but also to learn what influence others have on his book selections. Over 50% of the boys and girls state they borrowed 4 to 8 books per month from libraries. This represents at least one book per week and necessarily involves considerable time for reading. There is the possibility that these books could have been taken home from the library for school purposes and might not represent recreational reading only. (See Table XIV.)

Most girls who do not borrow library books are found among those in the lower third (7.6%). To make the pattern complete those girls who take the greatest number of books from libraries are in the highest I.Q. group.

TABLE XIV

NUMBER OF BOOKS PER MONTH BORROWED FROM LIBRARY  
(EXPRESSED IN PERCENTAGES)

## GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>NUMBER</u>															
None	0	6.7	10.0	0	5.4	12.5	0	4.1	0	3.8	0	0	10.0	9.9	7.6
1-3 per Mo.	21.8	13.3	20.0	22.2	18.5	18.8	25.0	31.3	61.1	33.1	33.3	28.6	33.3	40.1	35.9
4-8 per Mo.	47.8	46.7	53.4	55.6	50.0	31.3	54.2	50.0	33.3	45.3	44.4	42.8	50.0	46.9	47.5
Over 8 per Month.	30.4	33.3	16.7	22.2	26.1	37.5	20.8	14.6	5.6	17.9	22.3	28.6	6.7	3.1	9.0
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78



TABLE XIV  
NUMBER OF BOOKS PER MONTH BORROWED FROM LIBRARY  
(EXPRESSED IN PERCENTAGES)

BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>NUMBER</u>															
None	0	8.3	11.5	11.1	5.5	2.8	2.5	0	9.6	3.4	9.1	7.4	7.7	0	5.2
1-3 per Mo.	23.5	29.2	30.8	44.4	28.2	31.4	30.8	42.8	23.6	32.7	36.4	22.7	38.5	40.6	34.4
4-8 per Mo.	64.7	50.0	38.5	33.3	52.7	57.2	59.0	50.0	55.0	55.6	54.5	63.0	53.9	34.4	50.0
Over 8 per month.	11.8	12.5	19.2	11.1	13.7	8.6	7.7	7.2	11.8	8.4	0	7.4	0	25.0	10.4
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

Of the girls who never borrow books from the library the greatest number are in the fourteen year-old group, and of the girls who read over 8 books per month there is a smaller percentage at age fifteen than at age twelve at all levels of mental ability. From Table XIV it would appear that the younger girls are the most avid readers.

Of the boys who indicate that they borrow no books from libraries the upper and lower thirds represent the greatest percentage with approximately 5% each, a slightly smaller percentage is found in the middle third (3.4%). The largest percentage in each I.Q. group is the 4 to 8 per month book-borrowers.

At the lower third the oldest boys borrow the greatest number of books. In the lower third, of those boys who borrow over 8 books per month, none are aged twelve while 25% are aged fifteen. Of all I.Q. groups of boys who borrow from 4 to 8 books per month the younger boys represent the largest percentage. This is demonstrated by the following percentages from Table XIV. The decrease in the upper third is from 64.7% at age twelve to 33.3% at age fifteen. The corresponding decreases for the middle and lower thirds respectively, are 57.2% to 55%, and 54.5% to 34.4%.

A larger percentage of girls than boys borrow over 8 books per month; the percentages being 17.8% for girls and 10.8% for boys. In the case of both boys and girls, at each level of mental ability, the percentages rise rapidly from those who borrow no library books to a peak of 4 to 8 books per month.

A question of concern to educationists is the value of help in the selection of library books. Table XV represents the tabulation of responses received, presented in percentages for easy comprehension. The greatest proportion of girls in each sub-group as to mental ability declare that no one helps them to select their library books. These percentages are: upper third 78.4%, middle third 68.9%, lower third 57.8%. It can be concluded from these percentages that more pupils of lower intelligence accept or require help in selection of books than do the more intelligent children. Of interest to education also is the fact that, of those girls studied, help from librarians represent the smallest percentage at all levels of intelligence and age groups, for in the upper third only 1.1% of the girls are aided by the librarians, 0.9% in the middle third

TABLE XV  
SOURCES OF HELP IN SELECTION OF BOOKS  
(EXPRESSED IN PERCENTAGES)

GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>SOURCE</u>															
Self	73.9	80.0	76.7	88.9	78.4	75.5	75.0	70.9	50.0	68.9	55.6	85.7	50.0	53.2	57.8
Friend	13.4	10.0	16.7	11.1	13.1	6.3	12.5	14.6	33.3	16.5	11.1	0	30.0	21.9	26.8
Teacher	0	3.3	6.7	22.2	5.4	12.6	12.5	8.3	16.7	11.6	11.1	0	6.7	15.6	10.3
Librarian	4.4	0	0	0	1.1	0	4.2	0	0	0.9	0	0	0	3.1	1.3
Parent	13.4	6.7	6.7	11.1	8.7	6.3	8.3	6.3	0	5.7	22.2	14.3	13.3	6.2	10.3
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78

TABLE XV  
SOURCES OF HELP IN SELECTION OF BOOKS  
(EXPRESSED IN PERCENTAGES)

BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>SOURCE</u>															
Self	74.5	70.9	61.6	55.6	69.0	74.4	69.4	82.3	41.2	79.2	81.9	66.7	61.6	37.5	57.3
Friend	7.9	4.2	11.6	11.1	8.2	8.6	10.3	10.7	11.8	10.1	0	18.5	15.4	12.5	13.5
Teacher	9.8	12.5	11.5	22.2	11.8	14.3	5.0	7.1	23.5	10.2	9.1	7.4	23.1	34.4	20.8
Librarian	5.9	8.3	3.8	0	5.5	0	12.8	7.1	0	5.9	27.3	7.4	3.8	18.8	12.5
Parent	2.0	12.5	11.5	22.2	9.0	2.9	2.5	3.6	23.6	5.9	9.1	0	0	0	1.0
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

and 1.3% in the lower third. Table XV shows that most girls prefer to get their help from friends.

The largest percentage of boys in each subgroup prefer to make their own book selections. At the upper and lower thirds teachers are the most helpful in book selection, with the librarian's role becoming increasingly important to boys in the lower third. Nevertheless the teacher remains the most important person influencing book-selections by boys. A larger group of boys in the middle third accept no help than in either of the other two thirds.

The influence of the parent on book selection of boys is greatest with older boys, with the exception of the lower third where the part played by the parent is nil. At age fifteen the teacher carries the most influence with boys. These percentages represent the influence of the teacher; upper third 22.2%, middle third 23.5% and the lower third 34.4%.

65% of both boys and girls select their own books. This leaves only 35% of the pupils who require or accept help in selection of library books. Friends (12%) are the most important to girls for help in book selection, while the teacher (12.9%) is the most important for boys. Librarians appear to be the least often

consulted by girls (1.1%) while boys use the recommendations of their parents least (4.6%).

Question sixteen was, "Name some stories you have read during the past two months apart from books studied at school. Where did you get the last book you read? Why did you choose to read it?" The first part of this question was not tabulated as similar information is available in Question 20. However, the information was used to provide a check on the accuracy of the pupil's statements as to his reading preferences. The information as to the possible sources of books for these pupils was deemed pertinent to this study.

The two most frequently mentioned sources of the last book chosen by girls in all I.Q. groups are "friends" and "school library". (See Table XVI). The girls in the upper third use the public library more often than do those in any other I.Q. group, for the percentages of girls in the upper third are 18.6%, in the middle third 12.3% and in the lower third 6.4%. Many girls report they received the last book they read as a gift. This is especially true of the lower third where 12.8% report books as gifts.

Fewer girls at age fifteen report that they borrow-

TABLE XVI  
SOURCE OF LAST BOOK READ  
(EXPRESSED IN PERCENTAGES)

GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>SOURCE</u>															
Public Library	13.1	20.0	26.7	0	18.6	12.5	4.2	12.5	22.2	12.3	0	0	0	15.6	6.4
Home	8.7	10.0	16.7	22.2	13.1	18.8	25.0	6.2	11.1	13.2	11.1	14.3	13.3	6.2	10.3
School Library	26.0	10.0	23.3	22.2	19.6	25.0	29.2	29.2	50.0	33.1	22.3	14.2	40.1	40.6	35.9
Friend	39.1	46.7	26.6	44.5	30.8	37.5	33.3	45.8	16.7	36.8	44.4	42.9	33.3	31.3	34.6
Gift	13.1	13.3	6.7	11.1	10.9	6.2	8.3	6.3	0	5.6	22.2	28.6	13.3	6.3	12.8
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78



TABLE XVI  
SOURCE OF LAST BOOK READ  
(EXPRESSED IN PERCENTAGES)

BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>SOURCE</u>															
Public Library	13.7	8.3	15.4	33.3	14.6	14.3	7.7	7.1	11.8	10.1	9.0	3.7	0	3.1	3.1
Home	15.7	16.7	11.5	11.1	14.6	8.6	25.7	17.9	23.6	18.5	9.1	11.1	19.2	12.5	13.5
School Library	35.3	12.5	19.2	22.3	25.3	51.4	28.2	42.8	23.4	37.7	18.2	44.5	30.8	56.3	41.8
Friend	25.5	41.7	30.8	11.1	29.1	22.8	23.1	21.4	29.4	23.6	54.6	18.5	26.9	15.6	23.9
Gift	9.8	20.8	23.1	22.2	16.4	2.9	15.4	10.7	11.8	10.1	9.1	22.2	23.1	12.5	17.7
N =	51	24	26	9	100	35	39	28	17	119	11	27	26	32	96

ed their last book from a friend than at any other age, although in the upper third this percentage is the second highest for any of the ages studied. In the lower third only girls aged fifteen report that they used the public library to secure their last book.

More boys in the upper third state that they secured their last book from a friend (29.1%) than from any other source. The school library is the greatest source of the last book selected by boys in the middle third (37.7%) and lower third (41.8%). At age twelve the largest percentage of boys in the upper and middle third report that they secured their last book from the school library, while at the lower third the largest percentage of boys aged twelve indicate that they borrowed their last book from a friend. The public library is patronized by the boys of the upper third more frequently than any other I.Q. level if the source of the last book can be used as a criterion, as 14.6% of the boys obtained their last book from that source.

A greater percentage of older boys than younger boys in the upper third report that they secured their

last book from the public library, for 13.7% of boys aged twelve obtained their last book from that source while 33.3% of the boys aged fifteen did so. At the lower level the trend is reversed and a smaller percentage of fifteen year old boys utilized the public libraries.

The most frequently mentioned source of books for girls was "borrowed from a friend", while for boys it was the "school library". In the upper third the source most frequently mentioned by both boys and girls was, "borrowed from a friend". The greatest percentage of pupils in the lower third secured their books from the school library.

One of the most interesting sections of this Pupil Interest Questionnaire is contained in the last section of this question, "Why did you choose to read it?" (the last book read). Surprisingly thoughtful answers were given and they are presented in Table XVII. The answers are summarized in the ten categories listed in the table. Some categories such as "nothing else to do" and "it was available" would seem to overlap. A detailed examination of the pupils' questionnaires, however, proved them to be definite and distinct.

TABLE XVII  
REASONS WHY PUPILS SELECTED LAST BOOK READ  
(EXPRESSED IN PERCENTAGES)

GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>REASONS</u>															
Theme	39.2	30.0	43.3	33.3	37.0	56.3	37.5	35.4	44.5	40.6	33.3	28.6	36.7	40.7	37.2
Format	4.4	0	10	11.1	5.4	25.0	8.3	12.5	0	11.3	33.3	28.6	13.3	6.3	14.1
Available	0	6.7	0	11.1	3.3	0	8.3	2.1	0	2.8	0	14.3	3.3	0	2.6
Style	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sampling	13.1	3.3	0	0	4.4	6.3	8.3	8.3	5.6	7.6	0	28.6	6.7	6.3	7.7
Recommended	8.7	10	20.0	22.2	10.3	6.3	29.2	18.8	22.2	19.8	22.2	14.3	20.0	21.9	20.5
Previous Knowledge	34.8	46.7	23.3	22.2	32.7	25.0	20.8	22.9	27.7	23.6	11.1	28.6	20.0	25.0	21.8
Compelled	0	0	3.3	55.6	6.5	6.3	0	0	0	.9	0	0	0	0	0
Nothing else to do	0	2.3	0	0	1.1	0	0	0	0	0	0	0	0	0	0
Self improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	3.1	1.3
N =	20	30	30	9	92	16	24	48	18	106	9	7	30	32	78

TABLE XVII  
REASONS WHY PUPILS SELECTED LAST BOOK READ  
(EXPRESSED IN PERCENTAGES)

BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>REASONS</u>															
Theme	23.5	29.2	42.3	44.4	30.9	37.2	43.6	32.2	58.9	41.2	81.9	44.4	42.3	46.9	49.0
Format	17.7	8.3	3.8	11.1	11.8	5.7	5.1	10.7	5.9	6.7	9.1	3.7	3.9	6.3	5.2
Available	1.9	0	3.8	0	1.8	2.9	2.6	10.7	5.9	5.0	0	3.7	0	0	1.0
Style	0	4.2	0	0	0.9	0	0	0	0	0	9.1	0	0	6.3	3.1
Sampling	21.6	16.7	7.7	22.2	17.3	11.4	15.4	14.3	0	11.8	36.4	18.5	15.4	6.3	15.7
Recommended	7.9	4.2	15.8	11.1	9.1	22.8	10.3	14.3	11.8	15.1	27.3	14.8	19.2	15.6	17.7
Previous Knowledge	7.9	29.2	23.1	11.1	25.4	20.0	18.0	21.4	23.6	20.2	0	14.8	23.1	18.8	16.7
Compelled	0	0	3.8	0	0.9	0	0	3.6	0	.8	0	0	0	0	0
Nothing else to do	0	8.3	0	0	1.8	0	5.1	0	0	1.7	0	0	0	0	0
Self improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N =	51	24	26	9	100	35	39	28	17	119	11	27	26	32	96

Under AVAILABLE were such answers as, "I was looking for something to read and it was the only book I had not read". Under the category NOTHING ELSE TO DO fell responses such as, "I was bored, I had nothing else to do so I picked up this book". The category PREVIOUS KNOWLEDGE represents such statements as, "I like all the Biggles stories", or "I had read other stories by this author and liked them". Under the category STYLE the investigator placed such answers as, "It started like an exciting story". SAMPLING is distinguished from this category because it reflects the idea of having read sections of the book deliberately to determine interest. Pupils whose reasons were "The picture in the front" or "because I liked the illustrations in the book" or remarks about the length or print of the book were tabulated under FORMAT.

Most frequently mentioned by all girls as a reason for choosing the last book is the theme. Next in order are previous knowledge of the author or title and recommendation by a friend. The theme is also the most important single reason at all levels of mental ability. With lower mental ability, format becomes an increasingly important reason for book selection, for 5.4% of

girls in the upper third read the last book because of the illustrations, the size of the book or the type of print, 11.3% at the middle third and 14.1% at the lower third. A recommendation by a friend is a more important reason for the lower third than for other levels of mental ability. Interestingly enough it was among the upper third primarily where girls report they were "compelled to read" the book -- often because it was a gift and must be read. Only girls in the upper third say they read the book, "Because I had nothing else to do", and only girls of the lower third indicate that they read the book "to improve myself".

A larger percentage of girls in the two older age levels appear more prone to read books because of the recommendations of friends than do those younger. Age thirteen in the upper third is the only I.Q. group in which the reason for reading a book is, "nothing else to do". Age fifteen in the lower third is the only group in which pupils read the book primarily to improve themselves. Little relationship between age and the three most frequent reasons for selecting the last book is apparent in Table XVII.

As with girls, the most important single reason given by boys for choosing the last book read was THEME. This category is almost twice as important as the next most frequently mentioned, PREVIOUS KNOWLEDGE (20.9%). In addition, the theme is the most frequently mentioned in all levels of mental ability, but shows the smallest percentage in the upper third. Sampling as a method of selection is used to a greater extent by the upper third (17.3%). Recommendations of others show a larger percentage at the lower levels of mental ability, for the upper third only 9.1% of the boys state that they chose the last book because it was recommended to them, in the middle third 15.1% and in the lower third 17.7%. Previous knowledge of the author or the title of the book is more important to boys in the upper third than to the other I.Q. groups.

In the upper and middle thirds theme is more important as a reason for selection with older boys; for example, in the upper third the increase from age twelve to age fifteen is from 23.5% to 44.4% and in the middle third the increase is from 37.2% to 58.9%. Boys who were thirteen years old are the only ones



to say that they read the last book because they had nothing else to do. Boys aged fourteen are the only ones who felt "compelled" to read the last book.

The style of the author is of no importance at all according to the girls and only 1.2% of the boys mention this as a reason for selection. Girls in the lower third, aged fifteen, state they read to improve themselves, but there are no boys of any sub-group who give this reason for the selection of a book. Boys appear to sample books more often than girls as 14.9% of them and only 6.5% of the girls present this reason for book selection. Regardless of sex or age or mental ability, theme is the most important single factor in choosing a book, according to these pupils.

Question seventeen was, "Which stories did you like best in your class readers this year? Or which of your set books did you prefer?" This question was included to learn from the pupils the types of stories they found most enjoyable which are a part of their school curriculum. In the case of Standard VII, particularly, the choice for this question is quite limited due to the fact that at this age level the set books required for junior certificate are being read.

Nevertheless, the stories listed by each pupil were classified under one of the twenty interest categories used in this study and so tabulated. The results appear in Table XVIII.

The most popular theme mentioned by girls at each level of I.Q. is adventure, with 29.4% of the girls in the upper third, 34.9% in the middle third and 35.9% of the girls in the lower third mentioning it. Over 33% of all the girls list stories with an adventurous theme in answer to this question. Second choice for all the girls is romance which is almost equally popular in all I.Q. groups. The third most important category that these girls indicate is animal stories. This category is most popular with girls in the upper third for in the upper third 17.4% of the girls listed animal stories, in the middle third 13.2% and in the lower third 9%. As might be expected, poetry attracts more attention from girls in the upper third than in the lower third group with 8.7% at the upper third and nil at the lower third.

Girls at the older age levels of this study seem to prefer animal stories more than do the younger group. Romance is more in demand in the upper third,

TABLE XVIII  
THEMES PREFERRED IN CLASS READERS  
(EXPRESSED IN PERCENTAGES)

GIRLS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>CATEGORY</u>															
Adventure	39.2	33.5	26.7	0	29.4	43.8	33.3	39.6	16.7	34.9	55.6	0	26.7	46.9	35.9
Animals	4.4	16.7	30.0	11.1	17.4	6.3	4.2	16.7	22.2	13.2	0	14.3	10	9.4	9.0
Sports	0				0	6.3		0		0.9			3.3		1.3
Romance	39.2	16.7	23.3	55.6	28.3	18.8	33.3	33.3	22.2	29.3	33.3	57.2	36.7	12.5	28.2
Historical	4.4			11.1	2.2		8.3	2.1		2.8		14.3	3.3	3.1	3.9
Biography	4.4				1.1	31.5		4.2	11.1	8.5			3.3	3.1	2.6
Fantasy					0			2.1		0.9					0



TABLE XVIII  
THEMES PREFERRED IN CLASS READERS  
(EXPRESSED IN PERCENTAGES)

BOYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>CATEGORY</u>															
Adventure	27.4	20.8	7.7	7.7	19.1	34.3	20.5	21.8	5.9	22.7	27.3	25.9	23.1	25.0	25.0
Animals	45.2	8.3	0	0	22.7	40.0	30.8	3.6	0	22.7	27.3	29.7	15.4	3.1	16.7
Sports	1.9				0.9	5.7				1.7					0
Romance			15.4	11.1	4.6	2.9	10.3	17.9	29.4	12.6				9.4	3.1
Historical		4.2			0.9	8.6	15.4	14.3		10.9	9.1	7.4	11.5		6.3
Biography	5.9	53.3	46.2	55.6	25.4	2.9	7.7	10.7	41.2	11.8	18.2	11.1	7.7	12.5	11.5
Fantasy	3.9	4.2			2.7		2.6	3.6	5.9	2.5	18.2				2.1

Humour	1.96	8.3	3.9		3.6			7.1	5.9	2.5		7.4	7.7	15.6	9.4
Mystery		4.2	3.9		1.8	2.9		3.6		1.7		11.5	3.1	4.2	
Other Lands	11.8	4.2			6.4	5.7	2.6			2.5				3.1	1.0
Family	3.9				1.8		2.6			0.8		3.9			1.0
Travel					0		7.7			2.5					0
Poetry	1.9	8.3	19.2		7.3			10.7	5.9	3.4		3.9			1.0
Hobbies					0				5.9	0.8					0
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

for 55.6% of the girls aged fifteen in this group list stories with that theme as best-liked. At the lower third, romantic stories are the most popular at age thirteen (57.2%), while least popular at age fifteen (12.5%). Generally there is less interest in adventure stories among the older girls. For example, 39.2% of the girls aged twelve in the upper third choose stories with an adventure theme while no girl in that third at age fifteen makes such a choice; in the middle third corresponding percentages are 43.8% and 16.7%, while in the lower third these percentages are 55.6% and 46.9%.

In listing the stories boys like best in class readers or set books, adventure stories are the most preferred with 22.2% of the boys naming them. Following this theme are animal stories (20.7%) and biography (16.2%). Among the boys in the upper third the most popular theme is biography (25.4%), in the middle third animal stories and adventure (22.7% each), while in the lower third adventure is the most popular with 25% of the boys mentioning it. Stories of adventure are more popular with the boys in the lower third than in any other I.Q. group. Humorous stories in the reader are more appreciated by the boys in the

lower third than in either of the other two thirds. Poetry is of least interest to boys in the lower third.

Age may also have some effect on the interest of boys. (See Table XVIII). Adventure stories appear to decrease in desirability with age in all levels of mental ability, although this is least apparent in the lower third. The percentages reflecting this are: in the upper third, at age twelve, 27.4%, at age fifteen 7.7%, in the middle third the corresponding percentages are 34.3% and 5.9%. At the lower level these percentages are 27.3% and 25%. School and sports stories found in the class readers are mentioned as enjoyed only by boys aged twelve, and then the percentage is extremely small. Romantic stories, although not of great importance to any of the boys, are most frequently preferred by the older boys. The boys of the upper and middle thirds preference for biographical stories is greatest at age fifteen, for in the upper third 5.9% of the boys aged twelve choose this theme with 55.6% at age fifteen; in the middle group the corresponding percentages are 2.9% and 41.2%. In the lower third this tendency is reversed and boys aged twelve show the greatest preference for biography.



Some differences which may be attributed to sex are revealed in Table XVIII. Stories of love and romance are of great importance to girls (28.6%), but only 6.7% of the boys mention stories from the class readers that could be classified as romance. This category is most popular with the older groups, regardless of sex, except for older girls in the lower third. A greater percentage of girls (33.4%) than boys (22.2%) prefer adventure stories in their readers. Boys as a group like animal stories (20.7%) better than girls (13.2%). Biographical and autobiographical stories are more appreciated by boys (16.2%) than girls (4%).

Question eighteen was, "Write down a few kinds of stories you liked but do not find in your class reader or set books". This question was included to determine the types of stories pupils would LIKE to have in their readers. Most girls (35.8%) state they would like to have mystery stories included in their readers. This group is over twice as large as any other. Regardless of mental ability, this is by far the most preferred theme of girls in answer to this question. School and sports stories are

more frequently mentioned as desired in the lower third (20.6%), decreasing in frequency of mention to the upper third where only 8.7% of the girls want this theme included in the reader. A desire for adventure stories in the class reader is most frequently mentioned by the girls in the upper third. (See Table XIX). A desire for poetry and humour in the school reader is less frequently mentioned by girls in the lower third.

At the middle and lower thirds, mystery stories are most desired in the class reader by the older age levels of girls studied. The desire for adventure stories in the class reader is most frequently mentioned by younger girls, for in the upper third 26.1% of the girls aged twelve want adventure stories and 22.2% at age fifteen; in the middle and lower thirds respectively the corresponding percentages are 43.8% and 27.8%, and 11.1% and 6.3%. The only girls who wish for more poetry in the class reader are fourteen years old in the upper third and thirteen years old in the middle third.

As with girls, mystery is the theme most frequently asked for by boys to be included in their

TABLE XIX

TYPE OF STORY DESIRED IN CLASS READER BY GIRLS

(EXPRESSED IN PERCENTAGES)

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>TYPE</u>															
Mystery	34.8	36.7	33.3	33.3	34.8	37.5	37.5	41.7	44.5	40.6	11.1	42.9	36.7	31.3	32.1
Adventure	26.1	16.7	13.3	22.2	18.5	43.8	12.5	8.3	27.8	17.9	11.1	14.3	16.7	6.3	11.6
Cowboy	4.4	3.3	3.3		3.3			6.3	11.1	4.8		14.3			1.3
Animal		6.7	10.0		5.4		4.2	8.3		4.8	11.1		10.0	6.3	7.7
Travel		6.7	3.3		3.3	6.5		4.2		2.8			6.7		2.6
Family Life	8.7	3.3			3.3			4.2		1.9	22.2			6.3	5.1
Humour	17.4	16.7	6.7	22.2	14.2	12.5	8.3	8.3	5.6	8.5	11.1		6.7	6.3	6.4
Historical	4.4	10.0			4.4			2.1	5.6	1.9			3.3		1.3
Science	4.4				1.1					0			3.3	3.1	2.6

Romance	8.7	16.7	10.0	66.7	17.4	12.5	20.8	11.1	14.2		10.0	15.6	10.3		
Biography		3.3	6.7	11.1	4.4	8.3	6.3	11.1	6.6	11.1	6.7	6.3	6.4		
School/Sport	13.1	13.3	10.0	11.1	8.7	12.5	4.2	20.8	11.1	14.2	28.6	20.0	25.0	20.6	
Poetry			10.0		3.3	8.3			1.9				0		
Fantasy		3.3			1.1				0		3.3		1.3		
Vacational		3.3	3.3		2.2	4.2	2.1		1.9		3.3		1.3		
Sad Stories				22.2	2.2			5.6	.9				0		
Religion					0				0			3.1	1.3		
Flying			3.3		1.1				0				0		
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78

TABLE XIX

TYPE OF STORY DESIRED IN CLASS READER BY BOYS  
(EXPRESSED IN PERCENTAGES)

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>TYPE</u>															
Mystery	54.9	33.3	30.8	22.2	41.8	48.6	43.6	39.3	41.2	43.7	27.3	40.8	34.7	31.3	34.4
Adventure	19.6	25.0	34.7	55.6	27.3	22.8	20.5	17.9	17.7	20.2	18.2	37.1	26.9	18.8	26.1
Cowboy	5.9		7.7		4.6	5.7	7.7	7.1	17.3	8.4	9.1	3.7	3.9	9.4	6.3
Animal	1.9	8.3	7.7	0	4.6	11.4	10.3	3.6		7.6	27.3		3.9	9.4	7.3
Travel	1.9	4.2	3.9	22.2	4.6			10.7		2.5		7.4	3.9	12.5	7.3
Family					0			3.6	5.8	1.7					0
Humour	17.7	12.5	15.4	11.1	15.3		12.8	7.1	11.8	7.6		3.7		3.1	2.1
Historical	3.9		3.9		2.7	2.9	5.1	3.6	5.9	4.2	9.1		3.9		2.1
Love/Romance		4.2			0.9	2.9	2.6	10.7	11.8	5.9					0
Science	7.9		7.7		5.5	2.9		3.6		1.7	18.2		3.9		3.1
School/Sport	1.9	16.7	15.4		8.2	8.6	10.3	17.9	11.8	11.8		14.8	11.5	15.6	12.5

Other Lands	1.9			0.9		2.6		0.8		3.9	1.0
Poetry		4.2		0.9		14.3	11.8	5.0			0
Exploration	1.9			0.9				0			0
War	3.9			1.8		3.6		0.8		3.7 3.9	2.1
Hobbies				0		2.6	3.6	1.7			0
Biography	3.9	4.2		2.7	5.7	10.3	3.6	23.6	10.1	3.7	1.0
Fantasy	1.9	4.2	11.1	2.7			3.6	0.8			0
Sad Stories			3.9	11.1	1.8		3.6	0.8			0
Religious				0		2.6		0.8			0
Sea Stories				0				5.9	0.8		0
Airplane				0		2.6		0.8		3.7	3.1 2.1
N =	51	24	26	9	110	35	39	28	17	119	11 27 26 32 96

readers (39.9%). Next most desired are adventure stories (24.8%). These two categories form the bulk of the boys' preferences. Some types of adventure stories which were especially requested are included as special categories. These are war, sea and aeroplane stories. Requests for stories for home and family life appear only in the middle third. Humorous stories are most desired by boys in the upper third (15.3%) and are least desired by boys in the lower third (2.1%). A desire for stories of exploration is exhibited only in the upper third group at age twelve. Mystery stories are least frequently mentioned by the lower third (34.4%) and most frequently mentioned by the middle third (43.7%).

In the upper and middle thirds the desire for mystery stories in the class readers is smaller with older groups, for in the upper third percentages are 54.9% at age twelve and 22.2% at age fifteen; in the middle third the corresponding percentages are 48.6% and 41.2%. In the upper third fewer older boys show a desire for humour in the class reader (17.7% aged twelve and 11.1% aged fifteen). Few boys in the lower third mention desiring this category at all.

A desire for adventure stories is greatest at age fifteen in the upper third (55.6%).

The two themes which are most desired by both sexes are mystery and adventure. Girls also indicate a wish for stories of romance (14%), while only 2.2% of the boys indicate this theme. Sad stories are mentioned as desired by both sexes to some extent, with the request always coming from the two higher I.Q. groups. An interest in war and fighting is evident in the boys' preferences, although this is not exhibited by the girls.

Question nineteen was, "Which parts of the newspaper do you read? Which part do you read first? Which part do you like best? Do you read any magazines? Which ones?" Since newspaper and magazine reading represent, to some extent, the interests of children this question was included. The section of the newspaper read first by the pupil and the section liked best were tabulated together to secure the most popular section. All sections mentioned by the pupils were tabulated. Almost all pupils did read some section of the newspaper.

For girls the most popular section is the news



and front page with 57% of the girls indicating they read this part. The next most popular section is the comic section, representing 50% of the girls, closely followed by the sport section.

The greatest percentage of the girls studied who read the news are aged thirteen. The comic section is read most often by girls in the younger group. There is less comic reading among older girls than among younger girls. (See Table XX). The percentages reflecting this are; 64.5% at age twelve, 60.6% at age thirteen, 48.2% at age fourteen and 30.5% at age fifteen. Interest in reading the society items of the woman's page is greater with older girls.

More boys read the sport section (63.7%) than read any other part of the newspaper. News and the comic section form the bulk of newspaper reading for boys. Interest in comic-strip reading is generally least among older boys with the greatest interest exhibited at age thirteen (47.8%). The sport section, regardless of the age of the boy, remains the most frequently read section.

Differences which may be attributed to sex seem apparent in the complete lack of interest by boys in

TABLE XX  
SECTION OF NEWSPAPER PREFERRED BY GIRLS AND BOYS  
(EXPRESSED IN PERCENTAGES)

GIRLS						BOYS					
AGE	12	13	14	15	Total	AGE	12	13	14	15	Total
<u>SECTION</u>						<u>SECTION</u>					
News	50.0	67.3	61.1	44.1	57.0	Sports	65.0	71.1	68.8	70.7	68.7
Comics	64.5	60.6	48.2	30.5	50	News	57.8	62.2	63.7	58.5	60.6
Sports	33.4	44.3	38.0	56.0	42.4	Comics	44.4	47.8	36.2	25.8	40.0
Society Woman	4.2	9.8	13.0	16.9	11.6	Advertising	7.2	2.2	2.5	0	3.1
Advertising	12.5	3.3	7.4	11.9	8.3	Crossword	5.2	2.2	2.5	0	2.8
Births and Deaths	2.1	4.9	4.6	5.1	4.4	Editor and letters to	0	4.4	2.5	0	1.8
Crossword	2.1	0	3.7	0	1.8	Columnists	0	2.2	0	1.7	0.9
Music page		3.3			0.7	Births and Deaths	0	0	1.2	1.7	0.6
Theatre		1.6		1.7	.7	Shipping	2.0				0.6
Editor and Letters to	2.1			1.7	0.7	Music Page	1.0				0.3
Shipping		1.6			0.4						
Weather Reports				1.6	0.4						
N =	48	61	108	59	276	N =	97	90	80	58	325

the society page. Also, girls show greater interest in vital statistics than do boys, as demonstrated in the percentage of girls who read the column on births and deaths. Boys exhibit a much greater interest in the sport page than do the girls, although girls do evince an interest in it. Girls appear to read a greater number of sections of the newspaper than do boys.

Table XXI represents the tabulation of magazines read by boys and girls. Only the most frequently mentioned appear.

A greater percentage of girls (31.2%) read the Outspan than any other magazine. The next most popular magazines are screen magazines (a consolidation of several types such as Stage and Cinema magazines). 10.1% of the girls indicate that they read comic magazines of various types. Only 1.4% of the girls report that they read no magazines at all. The percentage increases from nil at age twelve to 3.4% at age fifteen. The highest percentage of girls who read Outspan is found in the age twelve group (39.6%). The reading of screen magazines is more prevalent at the upper age levels studied, girls aged fourteen

TABLE XXI  
MAGAZINES MOST POPULAR WITH GIRLS AND BOYS  
EXPRESSED IN PERCENTAGES FOR EACH AGE LEVEL

GIRLS						BOYS					
AGE	12	13	14	15	Total	AGE	12	13	14	15	Total
<u>MAGAZINES</u>						<u>MAGAZINES</u>					
Outspan	39.6	23.0	33.3	28.8	31.2	Outspan	19.5	27.9	36.2	24.2	27.1
Screen Magazine	14.6	13.1	20.4	18.7	17.4	Life	19.5	16.7	27.5	27.6	22.1
Woman's Weekly	14.6	11.5	11.2	18.6	13.4	Comics	30.0	18.9	7.5	24.1	20.3
Reader's Digest	4.2	16.4	13.0	8.5	11.2	Picture Post	16.5	15.5	20.0	19.0	17.5
Spotlight	14.6	9.9	11.2	6.8	10.5	Reader's Digest	13.4	8.9	27.5	19.0	16.6
Comics	18.6	13.1	7.4	5.1	10.1	Spotlight	11.3	14.5	12.5	12.1	12.6
Girls' Crystal	8.3	8.2	9.3	6.7	8.3	Popular Mechanics	8.2	14.5	10.0	10.3	10.7
Womens' Journal	0	6.5	5.6	13.5	6.5	London Illustrated.	0	4.5	16.2	25.8	9.8
Saturday Evening Post	6.2	3.3	7.4	3.4	5.4	Saturday Evening Post	4.1	4.5	5.0	15.5	6.5
Girls' Own	8.3	6.5	5.5	0	5.1	Screen and Film	2.0	3.3	10.0	5.1	4.9
None	0	1.6	.9	3.4	1.4	None	1.0	2.2	1.2	0	1.2
N =	48	61	108	59	276	N =	97	90	80	58	325

and fifteen being the most frequent readers of these magazines. The older girls read more women's magazines, such as Woman's Weekly and the Woman's Journal. These magazines contain articles of interest to feminine readers as well as romantic fiction. The juvenile magazines for girls (represented by Girls' Crystal and School Girls' Own) are less popular with older girls.

The magazine most frequently read by boys is also Outspan (27.1%) followed by the pictorial magazine Life, (22.1%). Life and Look magazines were tabulated together as they represent the same type of magazine. The importance of this type of magazine is indicated by the presence of the Picture Post, Spotlight, and the Illustrated London News. Only 1.2% of the boys say they read no magazine at all, and 20.3% of the boys indicate that they read Comic Magazines.

The period where the greatest percentage of boys read Outspan is aged fourteen. This magazine was usually more popular with the older groups. As a general rule more boys in the two older age groups read magazines than do the younger boys.

The difference in interests of girls and boys is represented by the popularity of screen magazines for the girls (17.4%) with only 4.9% of the boys indicating interest in these magazines. The lists of magazines most popular with boys include several which feature photographs with sub-titles, while the list for girls includes many magazines designed especially for feminine readers.

Question twenty was, "Number, in order of your preference, the five kinds of reading you enjoy most; etc." This question provides an opportunity to obtain the reaction of the pupils to the categories selected for this study. Five choices were given. In tabulating the choices were weighted giving ten points for first choice, seven points for second, four points for third, two points for fourth and one point for the fifth choice. The results were changed to percentages for ease of comprehension.

The five most popular themes for girls in order of preference are adventure, romance, mystery, school and sports stories and humour. (See Table XXII.) Girls in the upper third express the greatest preference for stories of travel and exploration (11.8%),

TABLE XXII

## THEMES IN STORIES MOST ENJOYED BY BOYS

AS INDICATED IN PERCENTAGES BY THEIR FIRST FIVE CHOICES

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>CATEGORY</u>															
Animal	16.3	18.3	31.5	16.7	20.4	22.0	22.8	27.8	25.3	23.3	28.2	20.3	25.4	11.9	19.8
Fantasy	2.2	0	0	7.7	1.6	0	0.3	0	0.6	0.3	0	1.9	0	1.2	0.9
Other lands	4.1	1.2	9.6	11.1	5.4	5.7	8.2	2.9	7.1	6.1	28.2	4.1	9.2	10.9	10.5
Romance	4.5	8.3	10.8	4.4	6.8	0	7.7	10.4	1.8	5.2	9.1	0.7	18.2	0.6	6.7
Adventure	47.5	52.5	38.8	26.7	44.9	38.8	45.4	42.5	40.0	42.0	66.4	48.2	34.2	57.4	49.6
Mystery	57.5	28.7	28.5	7.7	40.0	44.0	57.7	43.6	47.7	49.0	55.5	45.9	52.3	36.9	46.7
School/Sports	20.8	18.3	32.7	2.2	21.5	30.9	31.5	22.9	35.9	29.9	23.7	25.6	22.3	20.9	22.9
Family Life	2.2	0	0	11.1	1.9	5.1	1.0	5.7	1.2	3.4	0.9	0.7	0.4	1.2	0.8
Historical	6.5	2.9	1.5	8.8	4.7	6.6	6.9	3.6	8.8	6.3	10	1.4	5.4	8.1	5.6

TABLE XXII

## THEMES IN STORIES MOST ENJOYED BY GIRLS

AS INDICATED IN PERCENTAGES BY THEIR FIRST FIVE CHOICES

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
<u>CATEGORY</u>															
Animal	13.0	24.4	16.3	11.1	17.6	29.4	9.6	22.5	13.9	19.2	23.4	17.2	12.3	17.5	16.2
Fantasy	3.5	0.7	1.0	0	1.4	8.8	0	4.4	0.6	3.4	1.1	1.4	0.7	.3	0.6
Other Lands	7.0	7.7	8.3	2.2	7.2	19.4	12.9	9.4	2.8	10.6	4.4	15.7	11.0	3.4	7.6
Romance	20.0	20.3	45.0	43.3	30.5	14.4	32.3	35.4	46.7	33.5	14.4	45.7	32.6	45.3	36.9
Adventure	64.8	21.7	42.0	53.3	42.2	44.3	62.0	51.0	28.9	48.6	42.2	78.6	49.3	39.0	46.8
Mystery	36.1	33.3	22.0	27.7	29.8	27.5	30.0	23.6	25.6	25.7	36.6	64.3	42.3	25.6	32.9
School/Sports	53.9	26.3	27.0	31.1	33.9	23.8	46.3	34.0	20.6	23.5	21.1	35.7	29.0	28.1	28.3
Family Life	14.4	10.0	19.3	13.3	14.5	3.1	12.5	9.6	0	7.7	20.0	17.3	9.3	13.1	12.8
Historical	8.3	6.8	13.7	0	8.9	1.3	10.8	7.9	0	6.2	0	1.4	16.0	3.4	7.7



Poetry	1.3	.7	3.3	12.2	2.8	5.0	3.7	0.4	0	1.8	0	0	4.3	1.9	2.4
Humour	17.4	22.4	23.6	12.2	20.5	15.6	20.0	23.0	21.7	20.9	13.3	5.7	10.3	25.0	16.3
Hobbies	4.3	0	0	0	1.1	7.5	5.0	3.5	7.8	5.2	0	7.1	6.0	6.9	5.8
Travel	8.3	17.7	9.0	11.1	11.8	5.6	9.6	6.9	6.1	7.2	0	12.9	4.3	5.3	5.0
Self-improvement	0.4	0	2.0	0	0.8	0	0.8	1.3	5.0	1.6	2.2	0	0.3	7.5	3.5
Science	5.7	4.6	1.3	12.2	4.6	0	1.7	5.6	0	2.9	4.4	0	0	1.6	1.2
Biography	7.0	5.3	8.3	11.1	7.3	0	4.6	2.1	8.9	3.5	1.1	0	9.7	8.7	7.4
Vocation	2.6	0.7	1.0	11.1	1.3	0	0.4	1.7	4.4	1.6	0	0	0.7	4.4	2.3
Religion	3.9	2.0	7.7	8.8	5.0	25.0	3.7	6.3	7.2	8.7	12.2	11.4	15.4	21.6	17.2
N =	23	30	30	9	92	16	24	48	18	106	9	7	30	32	78

Poetry	0	1.7	5.4	7.7	2.3	0.6	0	0	0.6	0.3	0	0	0.8	3.1	1.3
Humour	26.1	38.7	34.2	13.3	29.7	10.9	23.1	13.9	29.4	18.2	15.5	11.1	24.6	20.3	18.3
Hobbies	7.8	9.6	5.0	6.6	7.5	18.3	8.7	7.2	1.2	10.1	13.7	37.0	16.4	13.1	12.3
Travel	20.8	38.8	15.8	32.2	20.7	16.9	19.2	18.6	44.2	21.8	20.8	15.5	18.5	22.8	19.4
Self-improvement	0	4.6	0	2.2	1.2	2.9	0.5	2.9	1.8	1.9	0	3.7	1.5	4.4	2.9
Science	17.1	15.7	19.6	0	15.1	10.0	6.9	22.5	8.2	11.7	20.8	13.4	6.5	9.7	11.1
Biography	2.4	0	3.1	11.1	2.7	0.6	3.1	7.5	3.5	3.4	0	4.1	0	6.6	3.3
Vacation	0.6	1.7	0	1.1	.2	0.3	0	0	1.2	.3	0	0.4	0.8	1.6	0.8
Religion	5.3	3.3	0.8	15.5	4.6	6.6	3.1	8.2	10.0	6.3	11.8	5.2	10.0	0.9	5.8
N =	51	24	26	9	110	35	39	28	17	119	11	27	26	32	96

with the girls in the lower third being least interested (5%). Interest in reading stories having to do with improving oneself is more valued by girls in the lower third than either of the other mental ability groups. Science stories are more popular with girls in the upper third, although, like self-improvement, the percentage ratings are small in relation to the other themes. Religion is more popular with girls of lower mental ability, which is evidenced by ratings of 5% for girls in the upper third, 8.7% for girls in the middle third and 17.2% for girls in the lower third.

Stories with a romantic theme are more popular with older girls, for in the upper third, girls aged twelve gave romance a 20% rating, aged fifteen gave it 43.3%; in the middle third the corresponding percentages are 14.4% and 46.7%, and in the lower third these percentages are 14.4% and 45.3%. Animal and adventure stories are generally more popular with the two younger groups. Poetry preferences represent such a small group of girls that trends are difficult, if not impossible, to determine. At the upper and lower thirds stories with a religious motive are

slightly more popular with older girls.

The five most popular themes for boys in order of preference are adventure, mystery, school and sports, humour and animal. Mystery stories appear most popular with boys of lower mental ability. Boys in the middle third find school and sport stories more interesting than do boys in the other I.Q. groups. Poetry finds the most favour with boys of the upper third. Boys in the upper third more often prefer stories with a humorous theme than do boys in the other I.Q. groups. Stories of hobbies are more popular in the lower third than in the other mental ability groups.

Animal stories are well received by boys in all the sub-groups though the least popular at age fifteen in the upper and lower thirds of the I.Q. groups. Adventure stories found the most favour with the younger boys -- boys aged thirteen and fourteen being most interested in reading them. The older boys (7.7%) read fewer mysteries than do the younger boys (57.5%) in the upper third. This tendency is also true in the lower third. Stories of school and sport seem to maintain their appeal at all ages.

Interest in information about occupations shows little relationship to age.

Four of the first five preferences are the same for both boys and girls; but romance receives the second highest rating from girls (33.5%), while not appearing at all among the first five choices for boys. Animal stories (21.9%) receive the fifth place rating of boys. Adventure is the most interesting theme to both boys and girls. Interest exhibited in reading poetry and fantasy is slight for both boys and girls. Stories of travel and exploration are more than twice as popular for boys (20.7%) as with girls (8.1%). Science receives a higher rating from boys (12.9%) than girls (2.9%). Stories with a religious theme are more popular with boys and girls than many of the fiction categories.

#### Conclusion from Report of Pupils' Interests Questionnaire.

The most popular recreational activity for both boys and girls which takes place during essentially leisure hours is reading. No other activity reported approaches it in importance, as over one half of the

pupils (56.6%) prefer to sit down with a book, magazine or newspaper when they have an hour or so to spend just as they choose. It must be concluded from this that the majority of boys and girls investigated have acquired the mechanical skill necessary for reading and have also learned to find some pleasure in the activity. While pupils at all levels of mental ability report this as the most preferred leisure activity, those in the upper third division are the most avid readers.

Participation in sports is the next most favoured activity for both sexes, though boys are the more frequent participants. There is a slight tendency for the less intelligent pupils to be more interested in sports as a leisure activity.

Many children spend a great deal of time listening to wireless programmes. Reports from the girls indicate that they prefer to listen to musical programmes, with greater interest expressed by the older groups. Most boys find the musical programmes far less interesting than the sports reports, serial broadcasts, or quiz and variety shows. A total of 29.8% of all the pupils investigated report listening

to stories, serials or plays broadcast. This activity appears to become slightly less popular as pupils grow older. From results obtained it seems that news reports and educational broadcasts will attract few listeners of either sex so long as there are any programmes which include music, sports or stories.

Cinema attendance represents an important recreational activity as 48% of the girls and boys indicate that they attend the cinema at least once a week. Only 4.4% never attend the cinema, with more girls than boys in this group. Attendance appears more frequent at the lower levels of intelligence. There is little relationship indicated between the age of the pupils and the frequency of film attendance. It is believed that most pupils completed the questionnaire thoughtfully because many pupils made additions to the lists provided by the investigator in the body of the questionnaire. The most popular films for both sexes are found to be those with plots based on mystery or humour. Other than the foregoing two types, differences which may be attributed to sex are apparent -- girls like love and sad films, while

boys like cowboy and gangster cinemas.

Since skill in reading is essential for success in most schools today, pupils were questioned for their attitude towards school. A liking for school is indicated by 85% of both boys and girls responding to this question. 15% of the pupils state an active aversion to school, the greater proportion of these being boys. Dislike of school is somewhat more frequently indicated by pupils in the lower third. Whether liking school or not, most pupils list a subject which they enjoy or do not enjoy. No one subject receives a high percentage of votes, thus making possible an interesting phenomenon -- arithmetic, the most popular subject is also named as the most disagreeable. Of the pupils 14.6% assert that they like arithmetic and 13.9% indicate an aversion for it. Generally boys like arithmetic better than girls. For this study it is important to note that the subject of reading and literature is not one of the more favoured subjects but neither is it mentioned as being in disfavour. Indifference seems to be the general attitude of these pupils toward the subject of literature and reading. In



their distaste of school subjects boys and girls are very similar, for both rate arithmetic, history and Afrikaans as the subjects most out of favour. Boys find science less distasteful than do girls, but this subject is disliked more frequently by the older pupils of both sexes. This may result from the increased stress placed on it in Standard VII.

A fairly homogeneous background for the group investigated is apparent from the pupils' statements as to their parents' attitude toward reading. 50.2% of the parents urge their child to read and nine out of ten parents are believed by their children to read books, magazines and newspapers. Newspapers are believed to be read least often by parents. As to the attitude of the children themselves, 94.6% of the girls and boys state they do enjoy reading. This concurs with results obtained from Question 3 where reading was the favoured leisure activity.

A larger percentage of boys in the upper third than in the other thirds report enjoying reading. 27.1% of the boys and girls like to have someone read to them with the largest percentage in the lower third.

Only 3.5% of the pupils report that they never read except material required of them for school. Of this group the largest number are boys. Girls of this group are found only in the upper third, but among the boys the largest number is found in the lower third. It is obvious why boys of lower mental ability might be found among those children who do not read, but it is quite unexplainable why only girls of the upper third should do no reading; however, this group of girls represents only 0.3% of the total of the girls investigated.

Over thirty minutes a day is spent in reading, apart from school lessons, by 72.7% of the boys and girls. 37.3% of the boys and girls report reading over 60 minutes per day with the girls slightly in the majority. Over 50% of the girls and boys read at least one book per week; among girls the largest percentage is found in the highest I.Q. group, while for boys the largest percentage is found in the middle third. Of those children who borrow the most books per month (over eight) the highest percentage is in the upper third. Most pupils report that they borrow from 4 to 8 books a month. This does not

necessarily mean all books borrowed are for leisure time reading nor that they are read completely.

65% of the pupils select their own books and neither receive nor accept help from parents, teachers or friends. Of this group girls profess the most independence. At the upper third there is greater independence at age fifteen than at age twelve. Librarians are reported by girls as least often consulted and a friend as most often influencing a choice. Boys report their parents as the least influential and their teacher as of the most help in book selection. More children in the lower third accept or request help than do children in the other groups. The influence of friends and contemporaries can not be overlooked in choosing books since it is second only to that of the teachers. The lack of influence exerted by the librarian may result from the fact that in most schools the librarian is also the teacher.

Most pupils indicate that they obtained their last book from a friend or the school library, with girls (38%) borrowing from friends and boys (32%) using facilities of the school library. The influ-

ence of friends in the selection of a book is impressively demonstrated here by the importance of the percentage of pupils in both sexes and all I.Q. levels who borrowed the last book from a friend. The public library is a more popular source for the last book for pupils in the upper third than for other levels. It would seem that most pupils in the lower levels of mental ability can satisfy reading interest from the school or home libraries. The school library is the most important source for the lower third, convenience and availability possibly being of more importance to them than to students of the upper third.

The question relating to why the pupils read this last book brought extremely individual and thoughtful responses. Nevertheless these varied reasons could be grouped under ten general headings. Theme is by far the most important single reason for the choice of the last book for reading, as 39.3% of the pupils list it. Previous knowledge of the book or author is the next most frequently mentioned reason with 23.5% of the boys and girls indicating this reason. The value of providing a variety of

books which are easily accessible is demonstrated by the percentage of pupils who read their last book simply because they "had nothing else to do" or "it was available". A greater number of boys than of girls sample books before selection, while girls depended on the recommendations of friends. From the percentage shown in Table XVII it would appear that few parents are dictatorial concerning reading selections, or compel their children to read specific books.

In choosing stories enjoyed in class readers or set books the principle theme chosen is adventure. 27.3% of the pupils select stories of this type. Girls next prefer stories with a romantic element in them while boys prefer selections concerning animals. Romantic stories are more popular with older boys and girls. Poetry is most sought by pupils of both sexes in the upper third although only a small number of pupils are represented. A wide variety of themes are mentioned as not being found in the readers or set books. This would indicate a paucity of variety in the required reading. Few children ask for more stories with a theme of science, fantasy, hobbies, vocations, religion, stories of children in other

lands or poetry. The largest percentage of boys and girls (38.4%) wish to have mysteries included in the required reading, then came stories of adventure (romance for girls) and stories of school and sport. The latter are more desired by pupils in the lower third.

Reading of newspapers and magazines is another phase of child interest which cannot be overlooked. Most children do read some section of the newspaper regularly. 57% of the girls indicate that they read the news section. In most cases this consists of reading the murder and court trials rather than international or political news events. Boys more often read the sport section (68.7%) although 60% of them read the news as well. 40% of the boys and 50% of the girls read the comic section of the newspaper. The younger group is the most frequent reader of the comic strip with a decrease in interest among older boys and girls. This would tend to bear out the theory of some educationists and teachers that reading of such material is a phase of child development and will ordinarily be outgrown, providing more suitable reading material is available.

Differences which can be attributed to sex are quite apparent in newspaper reading. Though boys and girls are principally interested in sports, news reports and the comic sections, girls also read the Woman's Page or Society Page with interest. Not one boy indicates that he reads this section. Girls also evince an interest in the personal side of life as indicated by interest in the births and deaths column.

A wide variety in magazines is mentioned as read by these pupils. Only those most frequently referred to are listed here. 76 periodicals are listed by the 631 pupils questioned. The most frequently read magazine is the Outspan with 28.9% of the pupils reading it. The popularity of the pictorial magazines with boys is amply demonstrated by the number of such magazines listed. In the listing of magazines by girls many are mentioned which are deliberately directed to the interests of the feminine population. With more mature girls interest shifts from the juvenile magazines to those magazines written for adults. The reading of no magazines is reported by only 1.4% of the girls and 1.2% of the boys.

In a final effort to secure from the pupils what they believe they are interested in reading, the categories for this investigation were listed, and each child was asked to list five choices in the order of his preference. Girls preferred stories of (1) Adventure, (2) Romance, (3) Mystery, (4) School and Sport, and (5) Humour. Boys preferred (1) Adventure, (2) Mystery, (3) School and Sport, (4) Humour, and (5) Animal. Although the choices were identical in four of the five categories the presence of Romance high on the list for girls is indicative of the fact that some importance must be placed on differences resulting from sex. The effect of age may be seen in the increasing selection of romantic stories by girls as they grow older. School and Sport stories maintain a steady popularity with all ages and levels of mental ability for both sexes. Animal stories, while popular at all ages for boys, are popular principally with younger girls. There is a slight decline in Mystery and Adventure stories by both sexes at age fifteen. Along with this goes a general increase in the percentage of older pupils



who read books of Travel and Exploration, Biography, Self-Improvement, Vocations and Occupations, Poetry and Romance. Religious stories prove to be more popular than many fiction categories.

## QUESTIONNAIRE B

## TO THE PARENTS:

This is an attempt, made under the supervision of the University of Cape Town, to learn from parents what their children enjoy reading at home.

Will you please be good enough to answer the questions below and hand them to your child to return to his school? By doing this you will assist an investigation into the reading interests of 12-15 year old pupils in the schools of the Cape Peninsula. We are asking a great many parents in this area to answer these questions. Your child has already been consulted, and now it is your opinion that is needed. Do not, therefore, consult with your child.

I shall be most grateful for your cooperation.

Yours most sincerely,

Wilson M. Stone.

Pupil \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

1. Please number, in order of preference, the five kinds of stories you believe your child enjoys most.

- |                              |                         |
|------------------------------|-------------------------|
| — Stories of animals         | — Humorous stories      |
| — Fairy tales and fantasies  | — Hobbies and           |
| — Stories of life in other   | activities              |
| lands                        | — Stories of travel     |
| — Romantic stories           | and exploration         |
| — Stories of adventure       | — Ways of self improve- |
| — Detective mysteries        | ment                    |
| — Stories of school and      | — Stories of science    |
| sports                       | and invention           |
| — Stories of home and family | — Biographies           |
| — Historical stories         | — Stories about occupa- |
| — Religious stories          | tions                   |
| — Poetry                     |                         |

2. Please name the last book your child read and enjoyed.
- 

3. Indicate by "X" the sections of the newspaper your child likes to read.

<input type="checkbox"/> News	<input type="checkbox"/> Music Comments
<input type="checkbox"/> Births, Deaths	<input type="checkbox"/> Shipping News
<input type="checkbox"/> Editorials	<input type="checkbox"/> Theatre
<input type="checkbox"/> Sports	<input type="checkbox"/> Comics
<input type="checkbox"/> Art Section	<input type="checkbox"/> Society Section

4. What magazine does your child enjoy?
- 

5. What is your attitude toward the reading of "comics" (papers and comic strips) by your child? Indicate by "X".

We ignore them _____	We prohibit them _____
We tolerate them _____	We encourage reading them _____

6. Comments \_\_\_\_\_

PARENTS QUESTIONNAIRE

In seeking the co-operation of the parents it was the intention of the investigator to learn more of the voluntary recreational reading of the pupils involved. The Questionnaire was distributed to the parents of each child participating in the research. A total of five hundred and six questionnaires was returned.

Question one was, "Please number, in order of preference, the five kinds of stories you believe your child enjoys most". This question is identical in content to question 20 in "Report of Pupil's Interests", and makes possible a comparison of the subjective response of the pupils with that of the parent as to leisure-time reading. This comparison will be made later at the time the results from all the Questionnaires are compared. The responses were weighted, 10 points for first choice, 7 points for second choice, 4 points for third choice, 2 points for fourth choice and 1 point for fifth choice. The raw score for each category was then reduced to a percentage. First and second choices were given the most weight because it was felt that they would be more accurate than the other choices -- the diff-

erence between the last three choices would not be so clear-cut or distinct.

It is interesting to note that all parents, with one exception, replied to this question. Either they believed they knew their child's preferences or they felt that as parents they should know them. The one parent who failed to answer the question noted, "How should I know what my child reads?"

Table XXIII summarizes the results of this question. The table is based on a total of the raw score changed to a percentage rating -- 100% representing the total possible score in each category or title. Parents of the girls in each age level believe their children enjoy stories of adventure above all others. While stories of school life with an element of sport provide a second choice for the girls aged twelve and thirteen, a strong interest in romantic fiction is indicated for girls of fourteen and fifteen years. At age fifteen romance holds a strong second place in the opinion of the parents with a rating of 45%. Interest in mystery stories for these girls shows a gradual rise from age twelve (17%) to age fifteen (25.8%). Parents of children of all age



Religion	16.7	5.8	6.7	9.3	11.5	6.0	15.1	5.0	11.6	6.5
Poetry	1.1	-	2.4	-	3.6	1.1	5.8	.7	3.2	.4
Humour	20.0	26.2	16.0	17.8	13.7	23.4	20.0	25.0	16.5	22.8
Hobbies	1.6	9.1	5.7	11.8	2.4	6.8	3.3	10.8	3.3	9.5
Travel	1.3	16.3	7.1	19.1	4.9	17.0	5.5	26.1	5.0	19.5
Self-Improvement	-	1.7	.2	.3	1.8	.6	3.5	-	1.4	.6
Science	.7	9.1	2.7	10.0	2.5	6.8	2.4	11.1	2.2	9.1
Biography	3.2	.2	3.1	.8	5.3	3.2	10.0	3.3	5.2	1.8
Vocations	-	.5	-	.1	1.7	.1	2.2	1.9	1.0	.6
N =	44	71	73	56	102	63	45	52	264	242

levels seem to believe their children are only slightly interested in leisure-time reading of fantasy and fairy tales, poetry or plays, feminine activities and hobbies, stories of travel and exploration, ways of self-improvement, biography and vocations. Self-improvement and vocations categories show a steady rise in interest from aged twelve to fifteen; the total increase in rating is slight, but the steady rise in interest at these ages would indicate approaching maturity in knowledge and understanding of adult problems. Although fiction forms the largest part of recreational reading, a happy and significant note for educators is struck by the fact that poetry reading is believed by parents to be more popular with older girls than with younger girls.

Boys of all ages, like the girls, are believed by their parents to prefer adventure stories. Although forming by far the largest part of the leisure-time reading for all ages, there is a larger percentage of boys at age twelve (74.2%) than at age fifteen who are reported to be interested in this category. Other preferences such as travel, (26.1%), humour (25%), school and sport (23.6%) and mystery (20.2%) are



attracting much of the time devoted to reading at age fifteen. The first five choices for boys of all ages in the order of popularity are stories of adventure, mystery and detective stories, stories of school and sport, humorous stories and stories of travel and exploration. Although varying in position with each age, these remain the first five choices, in the opinion of the parents.

A difference in reading interests of the boys and girls is apparent in that the first five choices for girls, according to their parents, in order of popularity are adventure (50.1%), school and sport (37.3%), romance (30.6%), animal (18.3%) and mystery (17.1%). Significantly, romance does not appear in the first five choices for boys at any age.

Question two was, "Please name the last book your child read and enjoyed". This was an attempt to get a factual picture of the type of book the children were reading at home. Each book listed by the parents was classified according to the twenty categories used in this study and reduced to percentages. 100% represents the total number of parents answering the questionnaires in each sub-group. It is interesting to note that parents of fifteen year old pupils were

least able to answer this question, as 20% of the parents of girls aged fifteen and 17.3% of the parents of boys aged fifteen were unable to answer this question. Other questions within the questionnaire were answered fully. (See Table XXIV.)

The most popular categories for girls, using the last book read as a criterion, are entirely fiction. For girls aged twelve the three most popular themes are adventure (40.9%), mystery (20.5%) and stories of home and family life (11.7%). For girls aged thirteen the most popular themes are adventure (27.4%), romance (15.1%) and family life (11%). The three most popular categories for girls aged fourteen, are romance (30.4%), mystery (19.6%) and adventure (13.7%), while for aged fifteen, they are adventure (31.1%), romance (17.8%) and mystery (15.5%). Adventure remains the most popular theme of books with romance increasingly important with older girls. Only 4.6% of girls aged twelve are reported by parents as having chosen a book with a romantic theme for their last book and this does not appear in the three most popular books for that age level. At age thirteen romance is the second most important theme, at age fourteen it is

TABLE XXIV  
LAST BOOK CHILD READ AND ENJOYED  
ACCORDING TO PARENTS

AGE	12		13		14		15		Total	
CATEGORY	Girl %	Boy %	Girl %	Boy %	Girl %	Boy %	Girl %	Boy %	Girl %	Boy %
Animal	6.8	5.6	4.1	5.5	-	3.2	-	1.9	2.3	4.1
Fantasy	-	1.4	-	-	-	-	-	1.9	-	.8
Other Lands	-	4.2	-	-	-	-	-	-	-	1.2
Romance	4.6	1.4	15.1	-	30.4	1.6	17.8	3.8	20.5	1.6
Adventure	40.9	42.3	27.4	35.9	13.7	36.0	31.1	34.6	26.0	39.2
Mystery	20.5	9.9	9.6	25.0	19.6	14.3	15.5	11.5	16.3	14.9
School/Sport	6.8	14.1	6.8	3.6	2.0	3.2	2.2	3.8	4.2	6.6
Family Life	11.7	-	11.0	-	2.0	-	8.9	1.9	7.2	.4
Historical	-	1.4	11.0	1.8	5.9	1.6	-	1.9	5.3	1.6

Religious	2.3	-	1.4	-	1.0	-	-	1.9	1.1	.4
Poetry	-	-	1.4	-	-	1.6	-	-	.3	.4
Humour	2.3	8.5	5.5	3.6	7.8	4.7	-	1.9	-	5.0
Hobbies	-	1.4	-	1.8	1.0	3.2	-	5.7	.3	2.9
Travel	-	4.2	1.4	7.9	4.9	7.9	-	3.8	2.3	6.2
Self-Improvement	-	1.4	-	-	-	-	-	-	-	.4
Science	-	-	-	5.5	-	-	-	-	-	1.2
Biography	-	-	2.7	3.6	2.0	12.7	-	7.7	1.5	5.8
Not Known	4.6	4.2	2.7	5.3	9.8	15.8	20.0	17.3	8.7	10.3
N =	44	71	73	56	102	63	45	52	264	242

almost twice as popular as any other theme mentioned, dropping off again at age fifteen to second place in books being read (17.8%). The three most popular books at each age level contain well over 50% of the cases in each group. Stories of home and family life hold an attraction for the younger girls particularly, and are replaced by stories of romance at the older levels.

A tabulation of the last books read by the boys presents a similar picture, with mystery and adventure popular at all age levels but with adventure holding top place. For boys aged twelve the most popular themes are adventure (42.3%), school and sports stories (14.1%) and mystery stories (9.9%). For boys aged thirteen the three most popular themes are adventure (35.9%), mystery (25%) and travel (7.9%). For boys aged fourteen the most popular themes are adventure (36%), mystery (14.3%) and biography (12.7%); while for boys aged fifteen the most popular themes are adventure (34.6%), mystery (11.5%) and biography (7.7%). Non-fiction stories appear in the three most popular choices of the older boys. The travel theme is popular with boys aged thirteen, and books of biography are popular at the ages of fourteen and

fifteen. A glance at Table XXIV will show that many categories are not covered at all in the last books read. At ages twelve and fifteen boys are reading a far wider range of subjects than are girls of a like age, while at ages thirteen and fourteen there is little if any difference evident.

Question three was, "Indicate by 'X' the sections of the newspaper your child likes to read". That most children do read the newspaper is apparent from Table XXV. Only 3.4% of parents of girls and less than 1% of the parents of the boys fail to indicate some section of the newspaper their child likes to read. This of course, may be caused by the absence of a newspaper in the home. Most parents indicate more than one section of the newspaper as being read by their child, and therefore the totals of Table XXV may equal more than 100%. An examination of the table reveals that the four best-liked sections for all ages and sexes are comics, sports, news and the theatre guide. The comic section is the most popular section of the newspaper for the girls, with 82% of the girls aged twelve reading them, 71.3% of the girls aged thirteen, 85.1% of the girls aged fourteen and 57.8% of the girls aged fifteen reported as reading that

TABLE XXV  
SECTIONS OF THE NEWSPAPER READ  
ACCORDING TO PARENTS

AGE	12		13		14		15		Total	
SECTION	Girl %	Boy %	Girl %	Boy %	Girl %	Boy %	Girl %	Boy %	Girl %	Boy %
News	36.4	76.0	54.7	71.4	61.8	76.2	71.1	55.8	57.1	70.7
Births-Deaths	18.2	2.8	13.7	-	15.7	3.2	22.2	1.9	16.7	2.1
Editorials	-	4.2	1.3	3.6	5.9	7.9	13.3	15.4	4.9	7.4
Sports	34.0	69.0	32.9	85.6	50.0	84.2	55.6	75.0	43.5	78.0
Arts	6.8	4.2	13.7	1.8	14.7	6.4	13.3	1.9	12.9	3.7
Music	6.8	5.6	15.1	1.8	17.6	6.4	17.8	3.8	15.2	4.5
Shipping	-	14.1	1.3	10.7	1.9	9.5	6.7	9.6	2.3	11.1
Theatre	27.3	18.3	30.2	10.7	39.2	14.3	33.3	23.1	33.7	16.5
Comics	82.0	70.5	71.3	71.5	85.1	65.0	57.8	80.8	76.1	71.5
Society	9.1	2.8	16.5	3.6	25.5	4.8	13.3	-	10.2	2.9
Does not Read	6.8	1.4	2.7	-	3.9	-	-	1.9	3.4	.8
Crosswords	-	1.4	-	-	-	-	-	-	-	.7
N =	44	71	73	56	102	63	45	52	264	242

section. The news is second in interest with 36.4% of the girls aged twelve, 54.7% of the girls aged thirteen, 61.8% of the girls aged fourteen and 71.1% of the girls aged fifteen. At age fifteen the news represents the most popular section of the newspaper. Sports are in third place in popularity and the theatre guide in fourth place. The popularity of the theatre section of the newspaper is also demonstrated in Question six, "Report of Pupil's Interests".

The most popular section of the newspaper for boys is indicated by the parents to be the sport section, with the comics and news reports following in close order. 69% of the boys aged twelve read the sports articles, 76% the news and 70.5% the comics. At the age of thirteen the sports section reaches the top in popularity (85.6%), the comics (71.5%) are next, closely followed by the news reports (71.4%). The sport section is still the most popular at age fourteen (84.2%) followed by the news (76.2%) and the comics (65%). Curiously enough, at age fifteen, where more mature interests are expected, comics are most popular with 80.8% of the boys at that age reported as reading them, 75% reading sports and 55.8% reading



the front page. Again, as with the girls, the cinema guide proves to be fourth in popularity for all boys according to their parents.

Three items of Table XXV are worthy of note. First, the interest of the girls in vital statistics -- 16.7% of all the girls were interested in reading the reports of births and deaths; second, the interest of the boys in the shipping news and third, the popularity of the comics for boys of age fifteen.

Question four was, "What magazine does your child enjoy?" Magazines shown in Table XXVI probably represent what is available in the home, and do not always represent the child's own choice of magazine. The large percentage who read no magazines at home at all would seem to bear out this conclusion. According to the parents 12.2% of the girls and 13.7% of the boys read no magazines at home.

The most popular magazines named by the parents of the girls aged twelve are "Girl's Crystal" (22.9%), and "School Friend" (22.9%). For girls aged thirteen the Girl's Crystal is still popular (17.8%), but School Friend has lost in popularity. The most popular magazine at this age is the Outspan, with 19.2% of all

TABLE XXVI

## MAGAZINES READ BY CHILDREN OF PARENTS RESPONDING

AGE	12		13		14		15		Total	
MAGAZINES	Girls %	Boys %	Girls %	Boys %	Girls %	Boys %	Girls %	Boys %	Girls %	Boys %
Outspan	2.3	19.7	19.2	16.1	23.5	14.3	20.0	11.5	18.2	15.7
Reader's Digest	2.3	11.3	4.1	12.5	9.8	14.3	-	19.2	5.3	13.2
Geographic (Eng. Amer.)	4.5	7.1	2.7	7.1	9.8	9.5	6.8	3.8	6.5	5.8
Stage and Screen	4.5	5.7	4.1	3.6	8.8	3.2	6.8	3.8	6.5	4.2
Look and Life	6.8	4.2	2.7	3.6	7.8	11.1	2.2	6.8	5.3	6.2
Spotlight	4.5	4.2	4.1	3.6	2.9	1.6	4.5	1.9	3.8	2.9
Girl's Crystal	22.9	-	17.8	-	5.9	-	-	-	11.0	-
School Friend	22.9	-	9.6	1.8	-	-	-	-	6.5	.4
Woman's Weekly	2.3	-	2.7	-	7.8	-	6.8	-	5.3	-
Champion	-	14.1	-	8.9	-	14.3	-	3.8	-	10.8
Popular Mechanics	-	4.2	-	12.5	-	11.1	-	9.6	-	9.1
Saturday Evening Post	-	2.8	1.4	3.6	.9	3.2	4.5	15.4	1.5	5.8
None at all	2.3	15.5	23.3	14.3	9.8	15.9	8.9	5.7	12.2	13.7
Others	24.7	11.2	8.3	12.4	13.0	1.5	39.5	18.5	17.9	11.8
N =	44	71	73	56	102	63	45	52	264	242

girls this age reading its fiction and articles. By age fourteen the old favourites, Girl's Crystal and School Friend have decreased materially in popularity while Outspan has become increasingly well-liked. Girls aged fifteen also prefer the Outspan (20%) to any other magazine while Girl's Crystal and School Friend are not mentioned as read.

At age twelve 19.7% of the boys read Outspan, 14.1% read Champion and 11.3% read the Reader's Digest. Thirteen year old boys like the Outspan best with 16.1% reading it, but the Reader's Digest and the Popular Mechanics type of magazine are gaining in popularity. At fourteen years of age boys are reading the Outspan, Reader's Digest and the Champion with 14.3% each. A new magazine appears at age fifteen in the Saturday Evening Post which begins to compete with the Outspan and the Reader's Digest in popularity for pupils of this age.

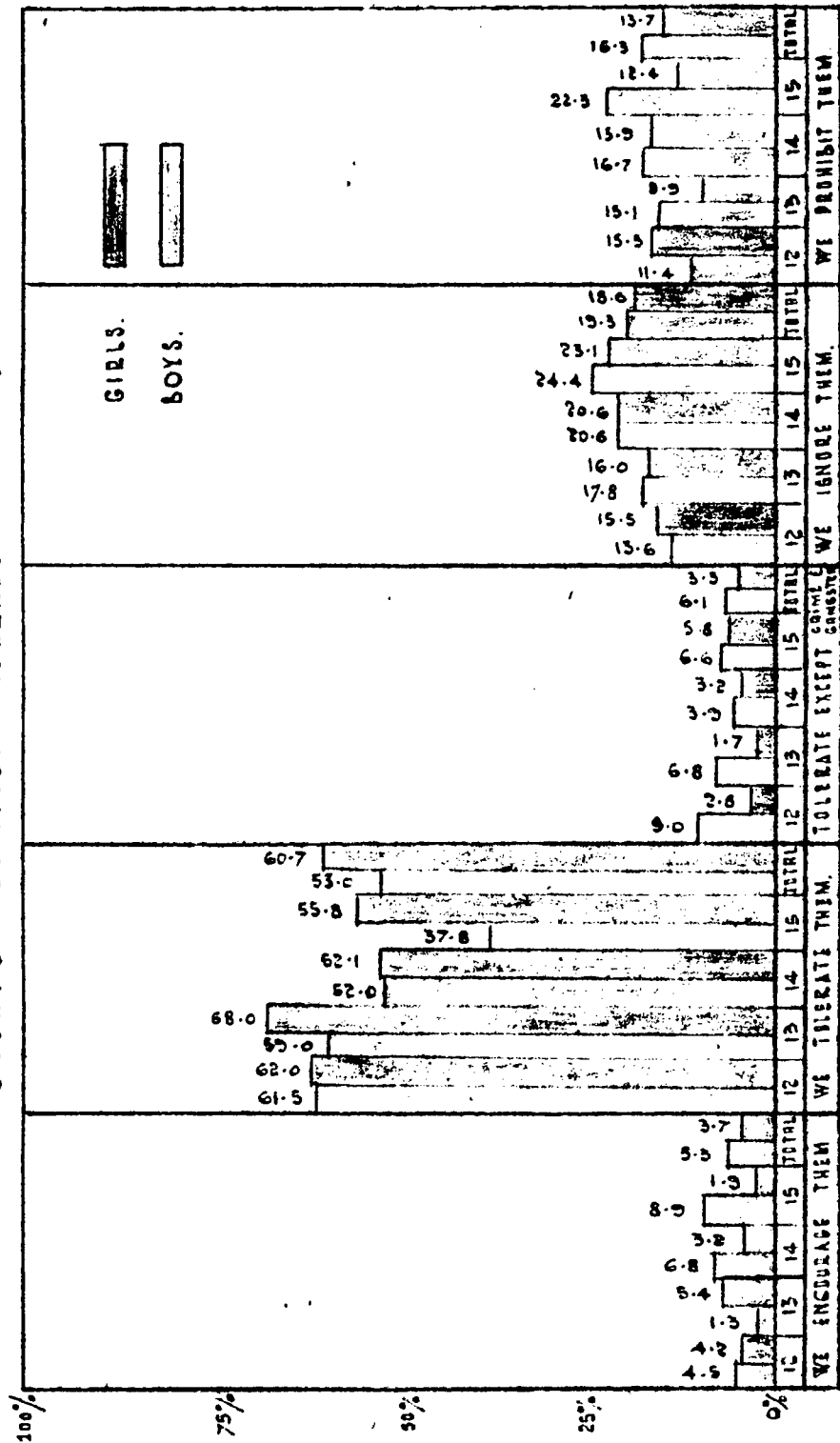
Growth of more mature interests is revealed in a comparison of the type of magazine that is read at age twelve and at age fifteen. The Girls' Crystal and Champion which are popular with girls and boys respectively at age twelve, are inexpensive and are published

to appeal to a limited number of reading interests. They consist of stories of the adventures of youthful characters. The School Friend which is so popular with girls of this age is an inexpensive magazine, which uses the comic strip technique almost entirely to present the adventures of youthful characters. Magazines which are popular at age fifteen are published primarily for adults. They are the Outspan, the Reader's Digest and the Saturday Evening Post. While it is questionable whether children would, of their own volition, buy these more adult magazines they seem to read them when they are available.

Question five was, "What is your attitude toward the reading of 'comics' by your child?" As in the Teacher's Questionnaire, four possible answers with a space for comments were provided. Comic reading proved to be a highly controversial issue with parents. All are outspoken in their convictions on the subject of their relative value. Comments range from, "Encourage and enjoy reading them myself", to "prohibit such trash". It would appear that most parents are accepting comics and making an effort to tolerate them.

(See Graph I.) 53% of the parents of girls and 60.7%

GRAPH No 1  
PARENTS' ATTITUDE TOWARDS COMICS



of the parents of boys indicate that they "tolerate" the reading of comics. At the two extremes "we prohibit them" and "we encourage the reading of them" lie less than 20% of the parents. A distinction is made by some parents between crime and gangster comics and others, such as "Blondie" or "Mickey Mouse". These parents believe that comics, other than those having crime and violence for a theme, should be tolerated as not being injurious to their children. The largest percentage of parents who ignore the reading of comics are parents of the oldest age group investigated -- age fifteen.

#### Conclusions on the Parent's Questionnaire

Adventure is the most popular theme for both sexes at all the age levels studied according to the parents. Mysteries, stories of school and sport, and stories with an emphasis on humour remain popular throughout the years from twelve to fifteen. Mystery appears to become more popular while sport stories with a school background become less popular. There is also a continuing interest in stories with animals or birds as important characters. Some differences in interest between the two sexes is apparent as romance

becomes an increasingly popular theme for girls, while travel and exploration non-fiction become popular with boys. The steady rise in interest in stories of self-improvement and vocations from ages twelve to fifteen indicates a greater understanding of adult problems.

That parents of the older children studied are less familiar with what their children are reading than parents of younger children is indicated by the percentage of parents who were unable to state what book their child read and enjoyed last. 20% of the parents of girls aged fifteen and 17.3% of the parents of boys this age were unable to answer this question. This compares unfavourably with the number at age twelve.

Most children do read some section of the newspaper. Only 3.4% of the parents of girls and less than 1% of the parents of boys failed to indicate some section of the newspaper regularly read and enjoyed by their child. The most popular sections are the "comics", the news section, the sports page and the theatre guide. A slight but constant interest of girls in reading the reports of births and deaths in the newspaper may parallel their interest in books with a romantic theme.

For boys the interest in the shipping news appears to be a part of the evident interest in books of travel. (See Table XXV.)

Magazines read by these children are many and varied. With age goes a greater interest in magazines for adults. Girls of twelve years read inexpensive magazines featuring the exciting adventures of girls and boys of their own age. This is reflected in the choices of Girl's Crystal and the comic-strip magazine School Friend. Boys read Champion, which is similar to Girl's Crystal in format and type of story except that boys are the leading characters. At age fifteen the Outspan, Reader's Digest and Saturday Evening Post are very popular. Interest in reading "comics" is still prominent (evidenced by the number of boys this age who read the comic section in the newspaper). Parents range in attitude toward comics from "encourage and enjoy reading them myself" to "prohibit such trash". Most parents are quite outspoken on this issue, although 19.3% of parents of girls and 18.6% of the parents of boys prefer to ignore the reading of comics. (See Graph I). Some parents distinguish between the "crime-gangster" (sometimes called the "American-type")



comic-strip magazines and others using less blood-thirsty plots. The greater proportion of parents fall in the "We tolerate them" group (53% of the parents of girls and 60% of the parents of boys). Many parents feel that prohibiting comics causes children to become inquisitive, or that refusal to tolerate them in the home results in the reading of them elsewhere. Some parents frankly state that in their opinion reading comics is better than reading nothing at all. The type of comic appearing in the local newspapers is not considered harmful by most parents, some suggesting that the reading of them develops a sense of humour.

It seems evident from these comments that adult disapproval of comics will not discourage children from reading them so long as the present social pressure of universal child approval exists. Readily obtainable for as little as a "tickie" at the local news agency, or through a friend's collection, these magazines will continue to be read -- just as forbidden selections were surreptitiously read in our own childhood.

Parents take this opportunity also to register complaints about the many outside interests competing

with reading for leisure time. The radio, by introducing interesting serial plays and sports broadcasts, is believed to be causing a decrease in reading.

Another commonly voiced conviction is that there are too few books suitable for children between the ages of thirteen and fifteen years of age. It is felt that children's books are too young while adult books are too old for this group to enjoy. This lack in the Public Libraries was bitterly assailed by one parent. It is also suggested by many parents that the schools extend their guidance of the reading of their pupils, setting up book lists for required reading and allowing discussion of books to play a larger part in class-room work.

## QUESTIONNAIRE C

## QUESTIONNAIRE TO THE TEACHERS

## TO THE TEACHERS:

Will you please answer the following questions? It is hoped that the labour involved will be light. This is an important part of an investigation into the reading interests of 12-15 year old pupils, made under the supervision of The University of Cape Town.

School \_\_\_\_\_ Standard \_\_\_\_\_ Date \_\_\_\_\_  
Average number in class \_\_\_\_\_ Girls \_\_\_\_\_ Boys \_\_\_\_\_

Years of teaching experience? \_\_\_\_\_ Years teaching  
Literature or Reading? \_\_\_\_\_ Number of years teaching  
the present age level or standard? \_\_\_\_\_.

1. What books are the children of this class reading as part of the Literature or Reading Course this term?

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2. What selections do you feel the class enjoys most? Please add your critical comments on the characteristics of these selections. Any comments will be entirely confidential.

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3. What selections do you feel the class enjoys least? Any critical comments will be greatly appreciated.

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## QUESTIONNAIRE TO THE TEACHERS

4. What selections do your poorest readers enjoy most?

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Comments?

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5. What selections do your best readers enjoy most?

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6. In your opinion do the selections in the class readers stimulate the pupils to do additional reading?

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7. What is your attitude toward the reading of "comics" - papers and comic strips?

I ignore them \_\_\_\_\_ I repress them \_\_\_\_\_  
I tolerate them \_\_\_\_\_ I use them \_\_\_\_\_

Comments

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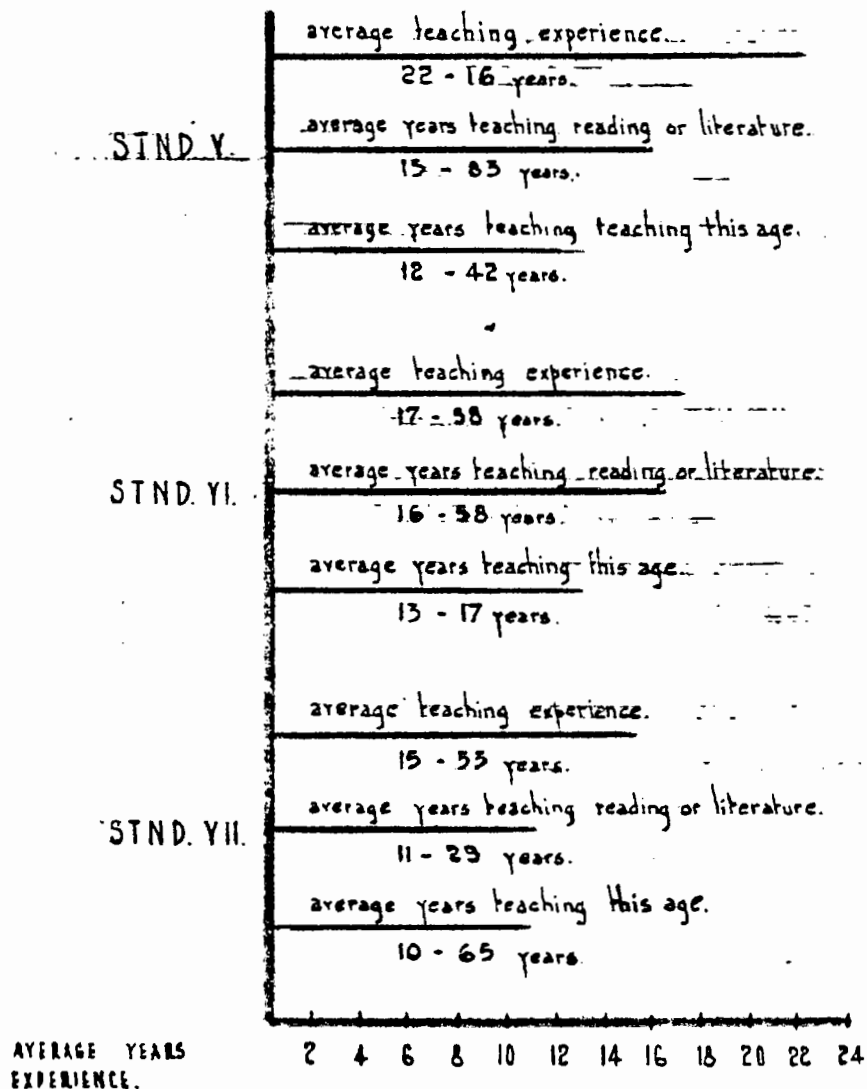
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TEACHERS QUESTIONNAIRE

Forty-two questionnaires were completed by those teachers whose pupils participated in the research. Certain information regarding each teacher's experience in the field was believed necessary in assessing the value of responses. This was secured at the top of each questionnaire and is reflected in Graph II. The results are highly gratifying for the purposes of this study. The average teaching experience of those teachers of Standard V is 22.16 years, of Standard VI 17.58 years and of Standard VII 15.53 years. The average number of years teaching reading or literature for these groups is; Standard V 15.83 years, Standard VI 16.58 years and Standard VII 11.29 years. The average number of years actual experience at this age level for Standard V teachers was 12.42 years, for Standard VI 13.17 years and Standard VII 10.65 years. Not only does this show valuable experience in teaching, but also reflects a wealth of knowledge about the age groups used in this study, with great practical knowledge of their exhibited interests.

As professionals in the field of education with a background of experience as extensive as this, their

## GRAPH NO. 2.

PROFESSIONAL EXPERIENCE OF THOSE TEACHERS  
RESPONDING TO THE QUESTIONNAIRE.

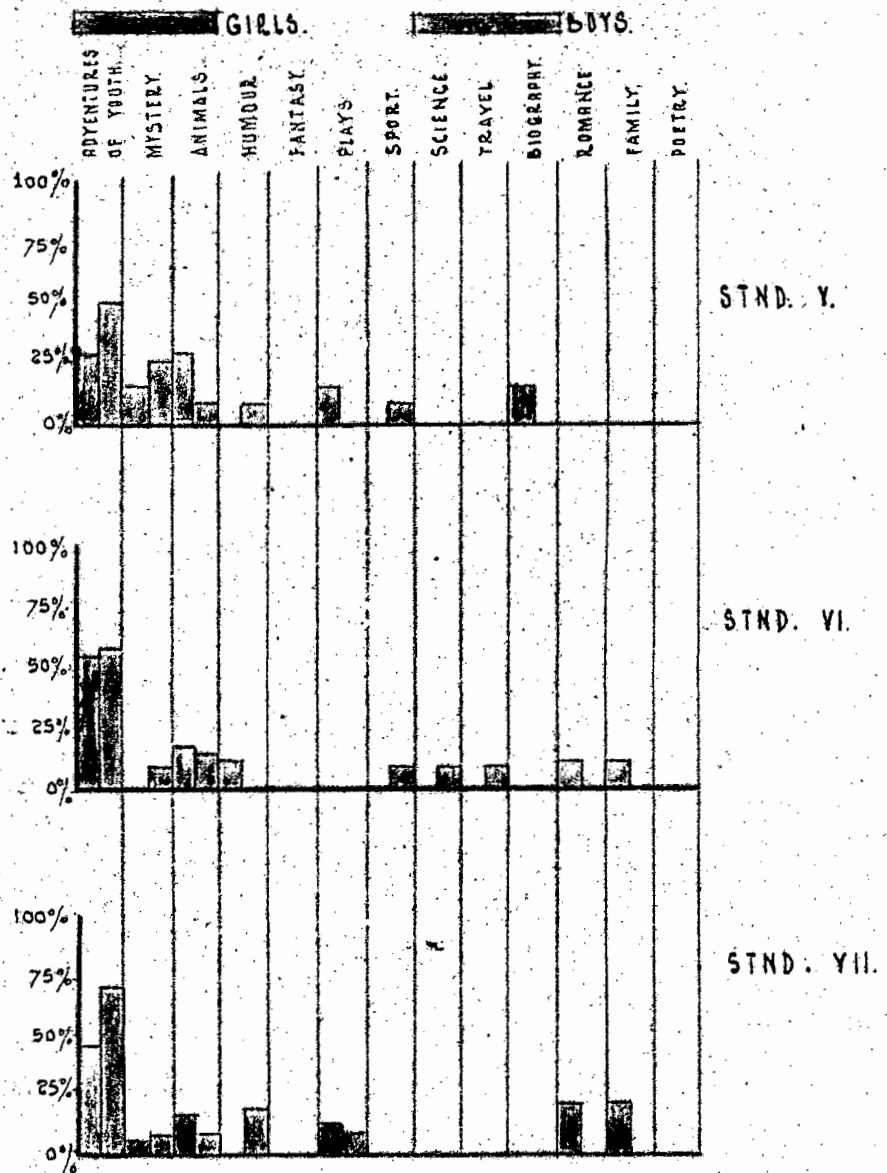
opinions should be taken into consideration in any investigation of this type.

Question one was, "What books are the children of this class reading as part of the Literature or Reading Course this term?". This question was designed to obtain a picture of the type of book being used in the classroom for use in interpreting Question 17 in "The Report of Pupil's Interest Questionnaire", and was, therefore, not tabulated in this section.

Question two was, "What selections do you feel the class enjoys most? Please add your critical comments on the characteristics of these selections. Any comments will be entirely confidential." This question received thoughtful consideration by each teacher as evinced in their replies. As pictured in Graph III 50% of the teachers of Standard V boys believe that adventure fiction is most enjoyed by their pupils. Animal and adventure stories are equally popular with girls of Standard V, rating 28.6% each. 25% of the teachers of boys at this level mention mystery and detective stories as providing enjoyment for their classes. Stories of

GRAPH NO. 3.

TYPES OF READING SELECTIONS TEACHERS  
CONSIDER ARE MOST ENJOYED BY PUPILS.





animals or birds, school and sport stories and stories with a scientific background are also mentioned as being most enjoyed by boys. Girls of Standard V are considered to enjoy mystery, plays and biography in addition to adventure. It is interesting to note that while Standard V girls are believed to enjoy plays and biography neither of these is mentioned by the teachers of Standard V boys. Conversely, the girls are not believed to enjoy stories of school and sport as much as boys.

The teachers of Standard VI girls and boys believe that their pupils most enjoy stories of adventure (54.6%). Second on the list for both boys and girls are animal stories, 14.3% and 18.2% respectively. Humour also has its place in the reading of girls at this age level (9.1%). However, the boys again are believed to like stories of school and sport, science and travel equally well (7.1%) each, while the girls are believed to prefer stories of romance and home and family life (9.1%) each.

Standard VII teachers indicate that most popular for pupils of both sexes are adventure stories. The Standard VII girls are also believed to find stories

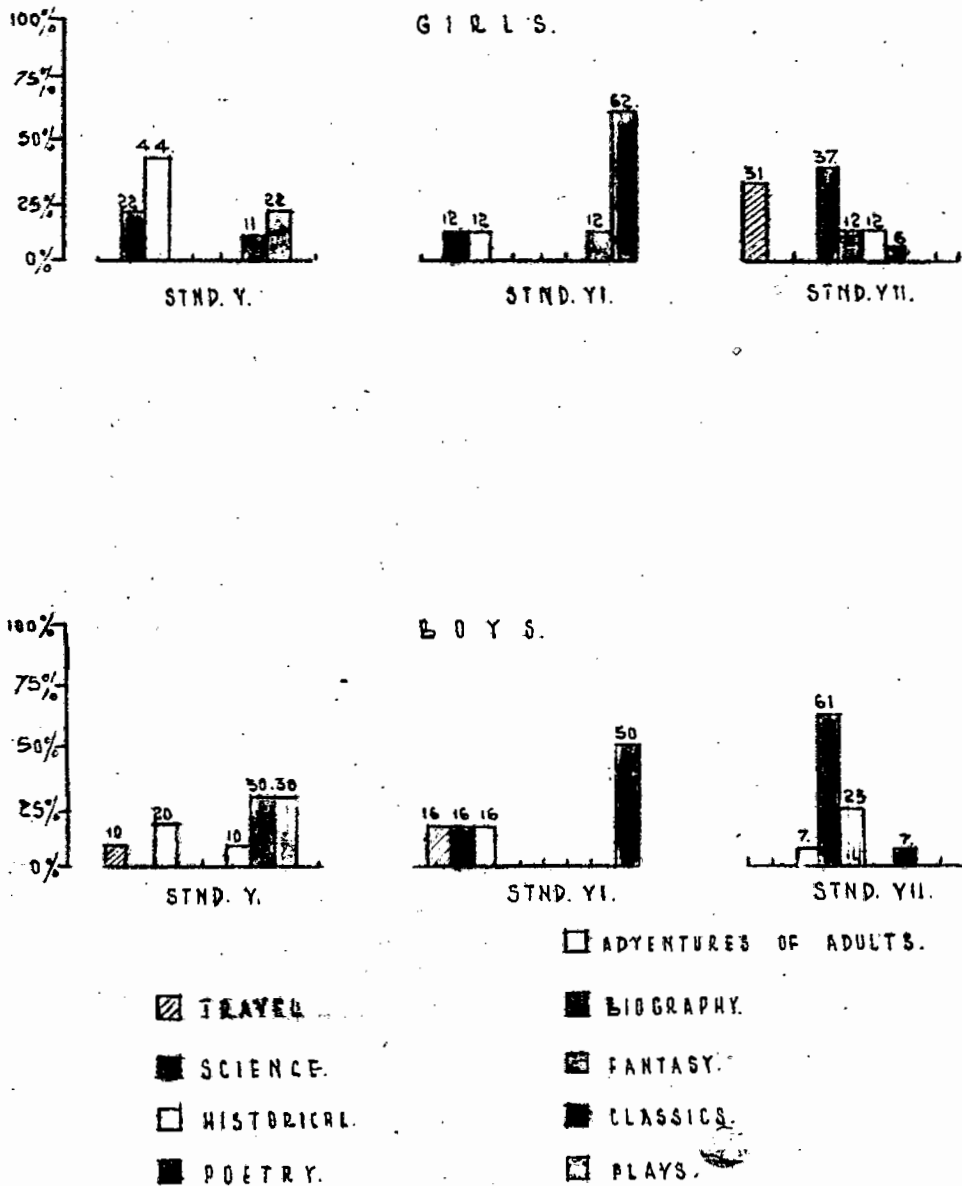
of animals, plays, poetry and romantic stories to their liking. Standard VII boys prefer to read stories with a humorous twist, mystery, animal stories and plays.

It is apparent from Graph III that all of the teachers believe that the adventure themes for stories are enjoyed at all age levels and by both sexes. Some interest is exhibited by both sexes in mystery and animal stories, but there the picture changes and a divergence between the sexes emerges and becomes wider as the age of the pupils increases. The lack of non-fiction reading material believed enjoyed by pupils is apparent at each age level.

Question three was, "What selections do you feel the class enjoys least? Any critical comments will be greatly appreciated." Most Standard V girls, the teachers believe, do not enjoy stories with an historical background. Neither do they enjoy stories of science, biography nor fairy tales. Standard V boys are believed to enjoy few stories of fantasy, historical fiction, adventure with adult characters or travel stories. Graph IV shows clearly that the teachers of the pupils in the fifth Standard believe

## GRAPH NO. 4.

TYPES OF READING SELECTIONS CONSIDERED  
BY TEACHERS TO BE ENJOYED LEAST BY PUPILS.



that neither boys nor girls like historical stories, biographies or fairy tales.

Standard VI girls are believed to enjoy least the so called, "classics" because of their long descriptions and adult emotional problems. Teachers of Standard VI boys also feel their pupils dislike the "classics" for the same reasons. In addition, Standard VI girls are believed to have little interest in science, stories with an historical background and the fantasy or fairy story type. Boys of the same age do not enjoy travel, science and historical stories in addition to the "classics". (See Graph IV).

Standard VII pupils of both sexes find least enjoyable the poetry selections offered. It is to be noted that stories with an historical background are believed to be unpopular with both sexes of all standards, with the exception of girls in Standard VII.

Teachers' comments indicate that stories with unfamiliar names and settings, stories with long passages of description, or any story in which literary worth takes precedence over action are not enjoyed by their classes. Some of the classics, such as stories by Charles Dickens and Sir Walter Scott, are felt to

be unattractive to the pupils because of the format and poor print. "The Tempest" by Wm. Shakespeare is believed to be too advanced and too difficult for Standard VII pupils.

Question four was, "What selections do your poorest readers enjoy most? Comments?". First choice for the teachers of both sexes in all standards for the type of reading selections enjoyed most by poor readers, is adventure fiction with youthful leading characters. (See Table XXVII.) Standard V boys, and girls also, are believed to enjoy the comics, stories of school life and mystery. In addition, the girls enjoy animal stories, while the boys who are weak readers enjoy humorous stories. Standard VI girls and boys, in addition to adventure stories of youth, are also believed to find stories of school and family life enjoyable. The girls of Standard VI begin to evidence interest in romantic fiction. The teachers of Standard VII boys and girls indicate a similarity in reading interests for adventure, animal and mystery stories; and a dissimilarity in that girls enjoy stories of romance. It would seem indicative of approaching maturity that stories of romance are believed to be popular with

girls of Standard VI and VII and not with the girls of Standard V.

TABLE XXVII  
TYPES OF READING SELECTIONS CONSIDERED BY  
TEACHERS TO BE MOST ENJOYED BY POOR READERS

CATEGORY	GIRLS			BOYS		
	PERCENTAGE			PERCENTAGE		
	V	VI	VII	V	VI	VII
Youth Adventure	33.3	54.5	50.0	38.5	66.7	58.4
Humour				23.1		8.3
"Comics"	22.2			15.4		
School	22.2	9.1	9.1	15.4	11.1	
Animal	11.1		13.6			8.3
Mystery	11.1	9.1	13.6	7.6		16.7
Family		9.1			11.1	
Travel						
Science						
Romance		18.2	9.1			
Poetry						8.3
Plays			4.6			

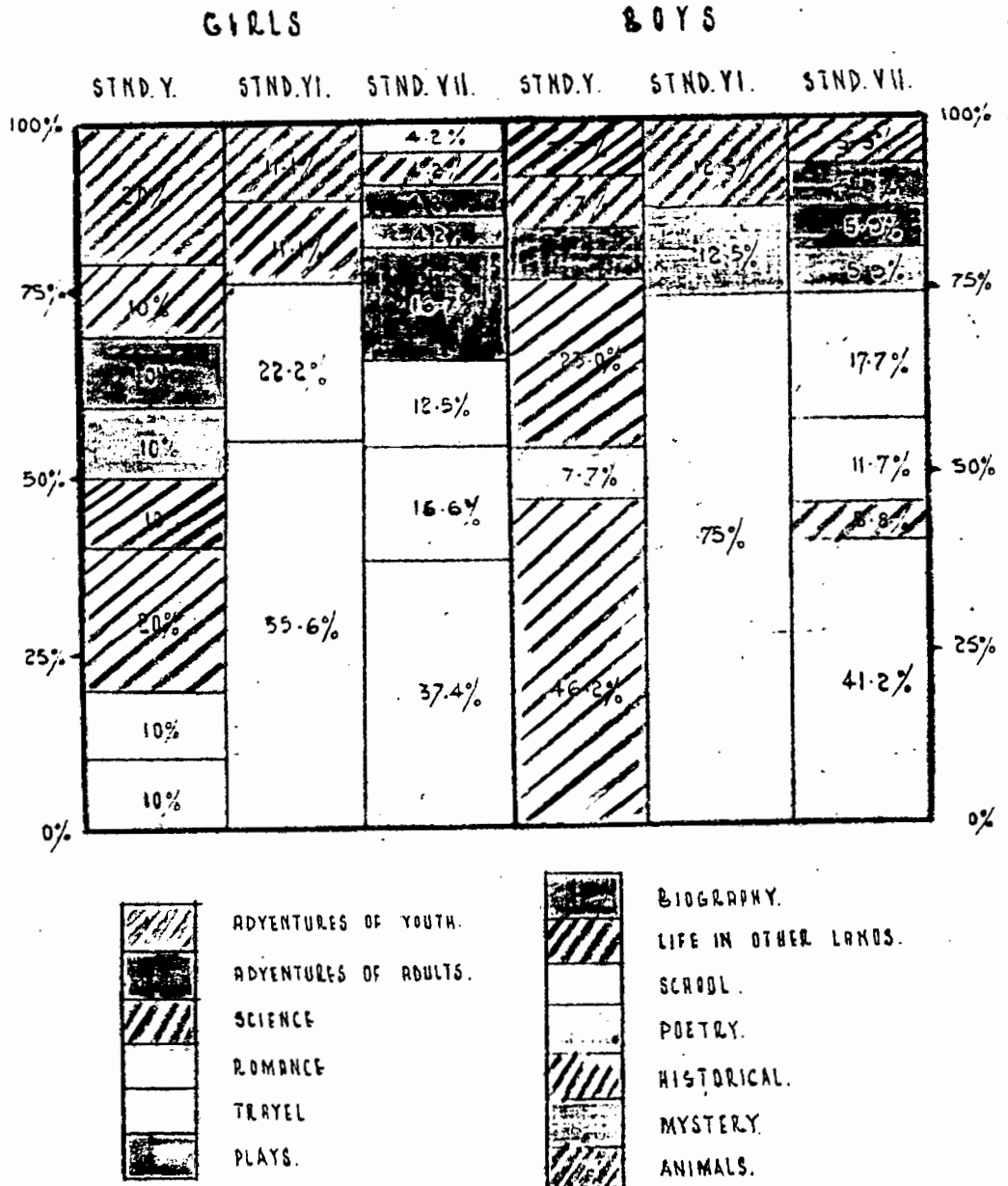
Question five was, "What selections do your best readers enjoy most?" Here the teachers responses show

that the pupils who read well have a more varied and wider range of interest than the poorer readers. In addition to adventure of youth, adventure with adult characters is believed to be enjoyed in all standards for both boys and girls. (See Graph V.) Stories of travel, biography, life in other lands, poetry and plays make their appearance, particularly in Standard VII. Even with this wider range, there is no apparent loss of interest in romantic and adventurous fiction. The teachers incline to the belief that this group of readers can appreciate beauty of phraseology and word pictures presented by authors in the more mature selections. Descriptive phrases are beginning to be appreciated. There is not the same insistence on "action". These readers are believed to be able to understand and appreciate the more subtle passages.

Question six was, "In your opinion do the selections in the class readers stimulate the pupils to do additional reading?". Graph VI seems to indicate a divided opinion among the teachers to this question. Replies ranged from "No, because they are set for examination purposes.", "No, Class

## GRAPH NO. 5.

TYPES OF READING SELECTIONS CONSIDERED BY  
TEACHERS TO BE MOST ENJOYED BY THE BEST READERS.





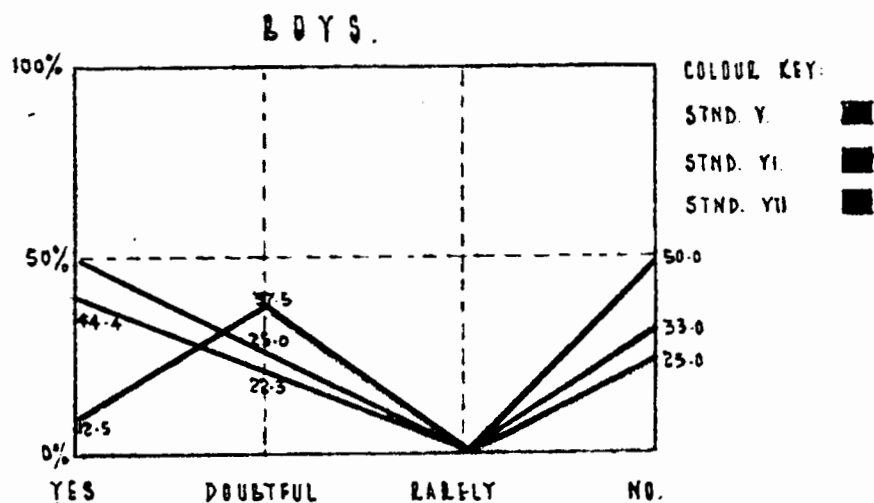
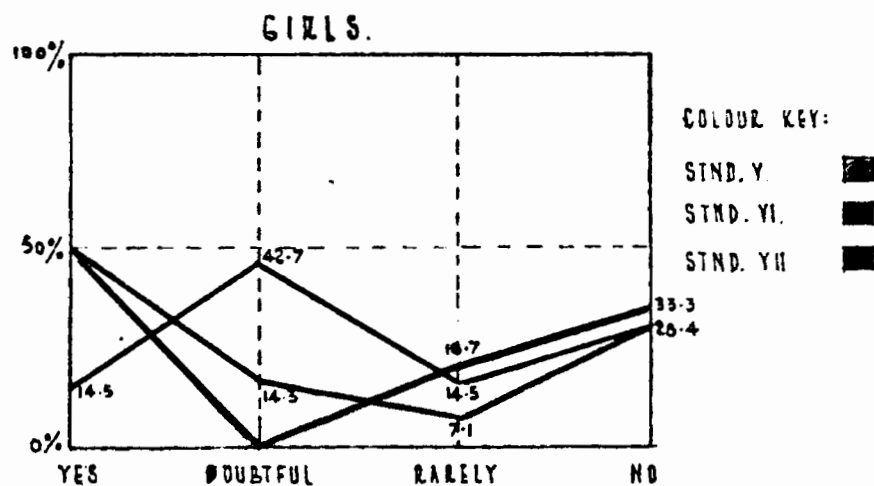
## GRAPH NO 6

TEACHERS' RESPONSE TO:

"DO THE SELECTIONS CHOSEN FOR CLASS

READING STIMULATE THE PUPILS TO DO

ADDITIONAL READING?"



Readers are an abomination, we are restricted to a very indifferent selection", through comments such as "depending on the class readers. In most cases where the books are supplied these have become antiquated." to "Yes, some of the girls want to read more of Dickens' works". One teacher of a Standard V class reported, "I do not consider the extracts in the class reader of sufficient length to stimulate interest." On the whole it would appear that the "DOUBTFUL" and "RARELY" columns of Graph VI give added weight to the opinion of these teachers who believe that the class readers do not stimulate the pupils to additional, independent reading. From the comments offered, the introduction of additional sets of books might provoke a different response to this question, and possibly one with less difference of opinion.

Question seven was, "What is your attitude towards the reading of 'comics' - papers and comic strips?". The great majority of the teachers responding to the questionnaire either ignore or repress the reading of comic magazines. The reasons given for repressing the use of comics are that they tend

to make the children lazy in reading other material, and that the language used in the comics becomes a part of the pupil's daily language, thus limiting vocabulary. Some teachers expressed the belief that comics stimulate the sensational to such a degree that they "drug" the mind of the adolescent, so that it becomes very difficult to guide him into an interest for the better literature. Some teachers distinguish between the crime-gangster comic and the classic comic type. Nearly all the teachers agree that the American-type comic of crime and horror should be repressed, but there is a difference of opinion as to the value of presenting educational classics in comic strip form. One group of teachers tolerates the classic comic type, which presents such old favourites as "Treasure Island" in comic-strip technique, as a step in the pupil's development. It is felt by this group that the pupil will outgrow the comic, and it is better that he read the stories in that form than that he never read them at all. An entirely different attitude is taken up by several teachers who feel that the story of a classic presented in comic form prevents the pupil from reading the

complete story and spoils his taste for better literature.

Graph VII indicates that in each sub-group the majority of the teachers repress the reading of comics and feel there is no place for them in the classroom. No teacher indicates that he uses them educationally.

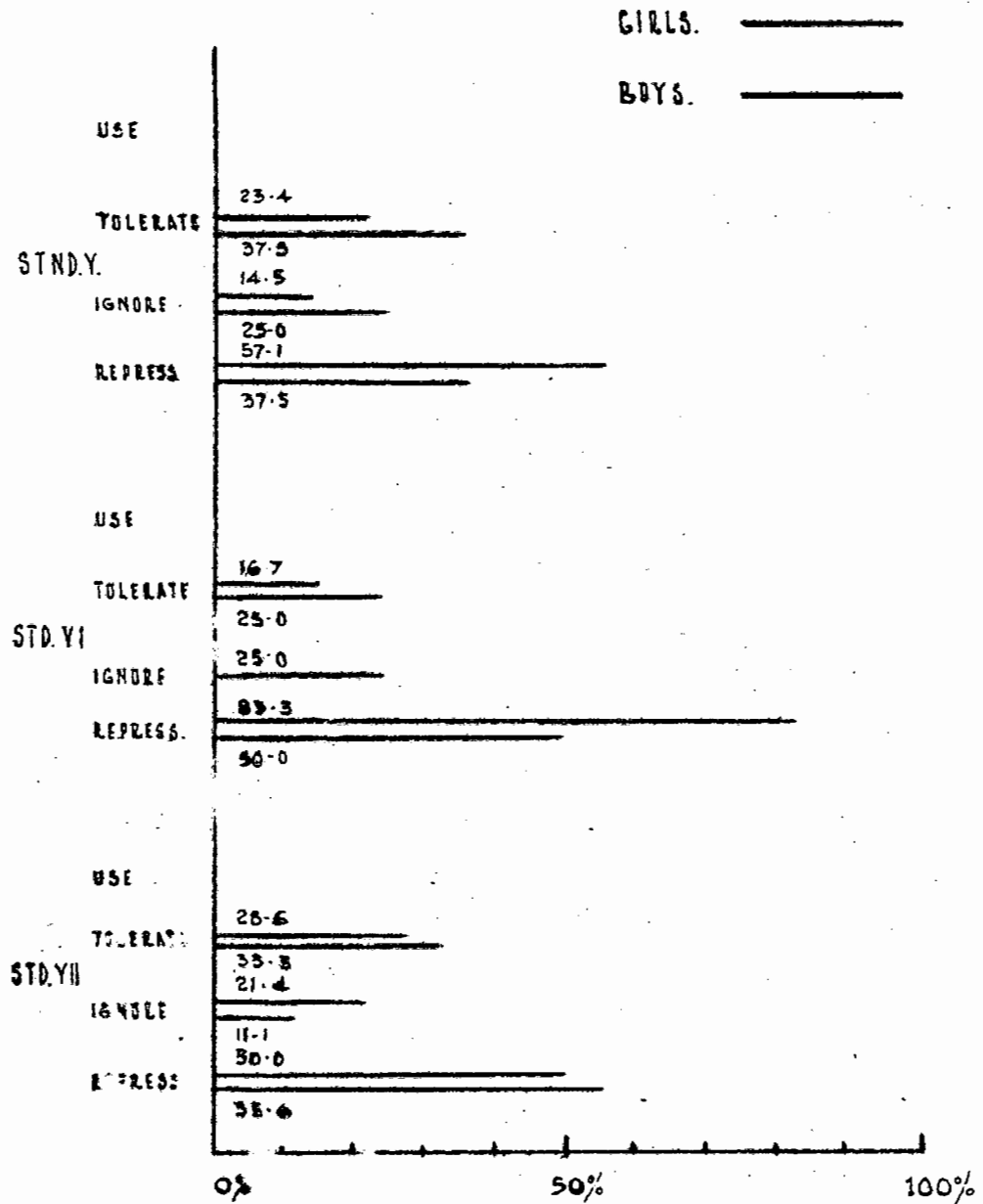
#### Conclusions from Teacher Questionnaire

Teachers agree that adventure, usually with youthful characters, is the most popular theme for these young people. Exciting action and a theme of "virtue rewarded" is necessary. Older girls begin to evidence interest in romantic and family stories. Mystery and animal stories are also popular with both sexes. Little non-fiction is believed to be enjoyed.

Age exerts considerable influence on what pupils are interested in reading. Types of selections considered by teachers to be enjoyed least by Standard VII girls are not the same as those listed for Standard V and Standard VI girls. The only exception is biography at the Standard V level. Standard V and VI girls are strikingly similar in their dislikes.

## GRAPH NO 7

## TEACHERS' ATTITUDE TOWARD COMICS.



The influence of age on reading interests is shown for boys by the difference between boys at the Standard VI level and those of Standard VII in the themes of stories in which they find little enjoyment.

Boys at all levels are considered to obtain little enjoyment from historical fiction. The introduction of the "classics" into the curriculum at the Standard VI level appears to have aroused some pupil resistance according to a great number of teachers. Long descriptions and unfamiliar settings, together with unattractive format, combine to make these stories of little interest. At Standard VII both boys and girls are believed to find little pleasure in reading books of poetry or plays. Since these two categories are represented in the list of set books required for the Junior Certificate it might well be concluded that most pupils at this standard are not mature enough to appreciate this literature. The plays prescribed for Standard VII are believed to be too advanced or too difficult for most Standard VII pupils.

Regardless of reading ability, Adventure proves

to be the most popular single theme for both girls and boys. There is a tendency for the better readers among older pupils to prefer Adventure with adult characters. The types of selections preferred by better readers are considered by teachers to represent a wider range of interests. Particularly at Standard VII a greater interest in non-fiction reading material is found. Travel, plays, biography and poetry are mentioned as being enjoyed by good readers. The interests of good readers can be distinguished from the interests of poor readers not only by the wider variety of interests but also by an ability to appreciate more mature selections with greater beauty of phraseology and subtlety.

The selections chosen for class reading cannot be considered as stimulating most pupils to do additional reading. Less than one half of the teachers answer affirmatively to this question and the others range from "doubtful" to a definite negative response. Since the time allowed in school for the literature class is too short to permit the reading in class of all the great works of literature considered worthwhile for the pupil, the only alternative is for the

selections which are studied in class to provide motivation for continued reading outside of school hours. This is the strongest argument advanced by those who favour the discontinuous type of reading book.

No teachers encourage the reading of "comics", and none feel that they have a place in the classroom. The divided opinion as to the value of having old favourites which have withstood the test of time presented by the comic-strip technique focusses attention on a great problem for education. The value of such presentation of the classics cannot be determined for this study, but it would seem necessary for all teachers to present a united front on all problems so directly affecting their profession.



## QUESTIONNAIRE D

LIBRARY INVESTIGATION

- I Actual count of the times a book has been borrowed for home reading, thus selecting:

The 10 most read books by author, title and classification.

- II Conference with Librarian as to type of book desired for reading.

1. What books and periodicals do boys and girls of Standards V, VI and VII ask for most frequently?
2. What differences in reading interest does the librarian note at each standard?
3. How many books are found in the library?
4. What is the total number of pupils who use the library per year? (Compute number of books per pupil.)
5. Does the librarian attempt to guide the pupil's reading?
6. What methods are used by the librarian in stimulating interest in reading?

- III General observations:

1. How often is the library used for Standards V, VI and VII?
2. Is the general appearance of the room conducive to comfortable, relaxed reading, well lighted and airy? \_\_\_\_\_ reading tables and chairs? \_\_\_\_\_.
3. What library training has the librarian enjoyed?

4. How much money is spent per pupil on new books and periodicals each year?
5. What is the basis for the selection of new books?

IV Remarks:

LIBRARY SURVEY

A tabulation of the books borrowed from the school library for home reading presented certain mechanical difficulties. In some schools library records were not available. The card from the book is placed in the child's file and removed when returned, thus only the current book is indicated. Under these circumstances the child's own reading record, maintained in an exercise book for the teacher, was consulted. In other schools all books are numbered and records of the number only maintained. This necessitated tabulation by number, and then searching records for titles. It was intended to discover, in addition to the most popular books, the least popular books for each level. Since this information was not available at any of the libraries the project was perforce discarded. By subtracting from the total those themes which are most popular there will remain those themes which are of moderate or low interest. In addition, those titles and categories rejected in the Fictitious Annotated Titles Questionnaire will provide this information for the investigation.

The ten books most frequently borrowed from each school library are listed, separated as to the standard and sex of the readers. Because of its bulkiness this information is included in the appendix. The ten books appearing on each sheet were then tabulated on a master sheet on the basis of the categories used in this survey. Table XXVIII reflects the results.

Books with an element of mystery are found to be most frequently borrowed by girls of Standard V, with 26.7% of the total books tabulated being represented under this category. Girls of Standards VI and VII most frequently borrow stories of school and sport with 30% and 21.6% respectively. The three most popular themes of books for girls are school and sport, (23.4%), adventure (17.3%) and mystery stories (15.3%). Although romantic books do not appear in the three types of most frequently borrowed books, there is a steadily increasing interest in this theme from 3.3% in Standard V to 11.7% in Standard VII. 26.7% of the Standard V girls select books with mystery as the theme, but the number dropped to only 10% at Standard VII level, thus there is perceptible

TABLE XXVIII

BOOKS MOST FREQUENTLY BORROWED FROM SCHOOL LIBRARIES  
 TABULATED BY CATEGORY AND EXPRESSED IN PERCENTAGES

CATEGORY	GIRLS				BOYS			
	V	VI	VII	Total	V	VI	VII	Total
Animal	6.7	3.3	5.0	4.7	6.7	4.0		3.1
Fantasy		1.7	1.7	1.3				
Other Lands	16.7	1.7	6.7	6.7		2.0		.8
Romance	3.3	5.0	11.7	7.3				
Adventure of Youth	20.0	20.0	13.4	17.3	10.0	14.0	6.0	10.0
Adventure of Adults	3.3	13.2	20.0	14.0	50.0	34.0	44.0	41.5
Mystery	26.7	15.0	10.0	15.3	6.7	16.0	14.0	13.2
School and Sport	13.3	30.0	21.6	23.4	6.7	4.0	8.0	6.2
Home and Family	3.3	6.7	11.7	4.0				
Historical Fiction			3.3	1.3	3.2	8.0	8.0	6.9
Poetry-Plays			1.6	.6				
Humour	6.7	1.7	1.7	2.7	6.7	8.0	6.0	6.9
Hobbies					6.7	8.0		4.6
Travel and Exploration							4.0	1.5
Self-Improvement								
Science					3.3		4.0	2.3
Biographies		1.7	1.7	1.4		2.0	6.0	3.0
Occupations								
Religion								
N =	30	60	60	150	30	50	50	130

change in interest for girls through these three standards.

By far the most popular theme of books borrowed from the libraries by boys is adventure of adults (41.5%). With boys of Standard V this theme represents 50% of the books borrowed by them; with Standard VI boys the percentage is 34% and Standard VII 44%. No other category closely approaches the adventure of adults theme in importance, although books of adventure of youth and books of mystery are also popular.

The information for the following questions was secured through conference with the teacher-librarian in each school and represents the subjective judgement of the librarian.

Question one was, "What books and periodicals do boys and girls of Standard V, VI, and VII ask for most frequently?". This question was designed to secure from the librarians their ideas of what constituted the "reading interests" of children. Table XXIX gives the results of the librarians' responses. These librarians believe that the most popular themes in books are mystery, adventure of youth and humour. All of the librarians mention

TABLE XXIX

## BOOKS MOST FREQUENTLY REQUESTED OF SCHOOL LIBRARIANS

TABULATED BY THEME AND EXPRESSED IN PERCENTAGE

CATEGORY	GIRLS				BOYS			
	V	VI	VII	Total	V	VI	VII	Total
Adventure of Adults		14.3	25.0	16.6	80.0	33.3	57.2	55.5
Adventure of Youth	66.6	42.8	37.5	44.5	80.0	66.6	42.8	61.0
Mystery	100.0	14.3	12.5	27.8	20.0	33.3	57.2	38.9
Humour	66.6			11.1	20.0	16.6		11.1
Travel and Exploration					20.0			5.5
Romance		42.8	75.0	50.0	20.0			5.5
School and Sport	33.3	57.2	25.0	38.9		50.0	57.2	38.9
Western			12.5	5.5		16.6	28.6	16.6
War						50.0	28.6	27.8
Air					40.0			11.1
Animal	33.3	14.3		11.1	40.0	33.3	14.3	27.8
Science and Invention					20.0		14.3	11.1
Biography					20.0		28.6	22.2
N =	3	7	8	18	5	6	7	18

themes of youth adventure and humour as being sought. The most popular theme for girls in Standard VI is school and sports (57.2%), closely followed by adventure of youth and romance (42.8% each). The theme of romance continues to be more popular with older girls. 75% of the librarians for Standard VII girls mentioned this category during the interview. This is by far the most frequently requested type of book at this level.

The librarians for Standard V boys believe that books with adventure of adults and of youth are most frequently asked for (80%). At Standard VI books of adventure of youth continue to be requested, but stories of school and sport are becoming more popular. At the Standard VII level librarians report that books of adventure of adults, mystery stories and stories of school and sport are increasingly sought and are equally popular. Librarians for this group mention these themes (57.2%) as frequently asked for. In the opinion of the librarians, it appears that boys are readers with more diversified interests than girls.

The periodicals most frequently asked for by the



the meager selection available.

Question two was, "What differences in reading interests does the librarian note at each standard?". This question was eliminated from the study for in only one case was there a librarian. In the other schools the librarian was a teacher who assumed the responsibility for her own class and did not necessarily know the reading interests of the other standards.

Question three. See Question four.

Question four was, "What is the total number of pupils who use the library per year? (Compute the number of books per pupil.)" Question three and four of this questionnaire are used together to determine the number of books per pupil in each library. It is believed that this gives a more adequate representation of the extent of the facilities in each school than does either question three or four alone. Some libraries are better equipped than others. It was observed that schools in less economically privileged areas often had the smallest libraries. This means, unfortunately, that in those areas where books might be expected to be found

least frequently in the home there is a corresponding lack of books in the schools.

The average number of books per pupil in Standard V for all the schools investigated was 7.7 books with a range of from 4.6 books to 11.7 books per pupil. Standard V libraries are primarily classroom libraries although in a few schools there is a central library. In Standard VI where this level has already been transferred to the Junior High School level, a larger number of books per pupil are found. The average for Standard VI is 10.47 books, with a range of from 1.8 books per pupil to 23.2 books per pupil. Obviously, some schools have very meager library facilities in comparison with others. At the Standard VII level there is found to be an average of 9.98 books per pupil. A few of the schools of this group are also represented in the Standard VI levels investigated. Here the range is from 1.8 to 23.2 books per pupil.

Question five was, "Does the librarian attempt to guide the pupil's reading?". Only one school investigated employed a professional librarian. In other schools the classroom teacher acts as librarian

when her class visits the library. Most teachers do not make organized attempts to direct the reading of their pupils but aid in the selection of books when asked to do so. In most instances these teachers state they are too busy checking books in and out to take any time for individual guidance. Any systematic guidance or evaluation of books usually occurs in the classroom rather than in the library.

Question six was, "What methods are used by the librarian in stimulating interest in reading?". The investigation reveals that there are three principal methods used by librarians to encourage reading of good books. Some teacher-librarians give suggestions on reading material when requested by the pupils. 31.2% of them also use display methods -- posting book covers on the bulletin board, pasting a synopsis inside the book, using a special shelf for new books and displaying books on current topics. 25% of the teacher-librarians believe that reading excerpts from books helps to stimulate interest. It was learned from the survey that 37.5% of the teacher-librarians made no attempt to encourage reading of

library books.

The object of Observation one was to answer the following question, "How often is the library used for Standards V, VI and VII?". The differences in the physical set up of the libraries made for a wide range in answer to this question. 37.5% of the libraries allow no school time for their use. These libraries are available at noon time or after school only on a voluntary basis. 56.2% of the libraries allow one school period per week. The remaining 6.3% of the libraries permit use of the library three times a week during the reading lesson, if the pupil is prepared. The latter group represents only classroom library facilities. In most schools which arrange for each child to visit the library one period a week also allow the library to be used at noon and after school if the pupil wishes.

Observation two was made to answer the following questions, "Is the general appearance of the room conducive to comfortable, relaxed reading? Well lighted -- airy -- reading tables and chairs?". The great majority of the schools (62.5%) are considered by the investigator to offer an atmosphere reasonably

conducive to reading for pleasure. These, of course, range from well-equipped libraries with chairs, reading tables and good lighting and ventilation, to libraries only moderately well-equipped. 25% of the libraries visited have inadequate facilities involving lack of tables, chairs or ventilation or lighting. The remaining 12.5% are classroom libraries with a small bookshelf or cupboard occupying space along one wall of the classroom.

56.3% of the libraries are used primarily for the distribution of books; that is, no space is available for relaxed reading or no opportunity is afforded the child to use the library for that purpose. For example, in one school the library is located along one wall of the main auditorium, books are locked in cupboards and children are given little opportunity to browse through the books before making a selection. In another school a long narrow closet provides a temporary library which allows no room for browsing or sampling of books. No library reading is possible under conditions such as these. Each pupil must select a book and then leave to read it. It is not uncommon to find library books locked in

cupboards. In contrast, one school has successfully converted a closet into a library that is, in spite of the physical handicap of space, a fine reading room which is much used by the pupils of that school. An interesting experiment being conducted by this school is the use of "browsing blocks". These are made in the wood shop and used by the pupils to mark the place in the stacks from which they have taken a book. To the investigator this seems to have two great values; first, this innovation reduces the labour resulting from books being misfiled by pupils, and second, it stimulates browsing with its consequent greater knowledge of the books available within the library.

Observation three was made for the purpose of answering, "What library training has the librarian enjoyed?". As has been stated previously, a professional librarian who devotes his time primarily to the library was found in only one school. 75% of the teacher-librarians state that they have received no professional training other than that given them in their educational preparation. The remaining teacher-librarians had undertaken special classes in

library work.

Observation four was to answer, "How much money is spent per pupil on new books and periodicals each year?". There is great variation in the amount of money spent in book purchases per pupil. The range is from two shillings and sixpence to sixteen shillings per pupil. 56.2% of the libraries spent between three shillings and six shillings for books and periodicals each year per pupil.

Observation five was, "What is the basis for the selection of new books?". The statements of the teacher-librarians participating in the investigation indicate that 93.6% of the schools select new books for their libraries on the basis of teacher recommendation. This does not mean that other methods are not used, only that this is the most common method employed. Most schools use a combination of methods as a basis for choice of library books. The next basis most often applied is pupil-recommendation, with 62.5% of the schools seeking the pupils' ideas before purchasing new books. Some schools take pupils on the actual buying expedition, others use a "suggestion book" where pupils may list their ideas or book

requests. 31.2% of the teacher-librarians use lists circulated by publishing houses as a basis for making purchases. Equally common is the method used by some schools of having the teacher-librarian browse through the book stores in search of appropriate books for the school library. One school receives suggestions from the parents of pupils.

Conclusions from Tabulations Made on Library Books  
Most Frequently Borrowed from the Library

The interest in reading books of a series in which the same characters are retained throughout seems an important characteristic of boys. This can be noted in an examination of the list of the ten most frequently borrowed books from each school library. W. E. Johns' stories of the adventures of "Biggles", appears at the top or near the top of the list for each school for boys. Another example is the frequency with which the stories by Richmal Crompton of the adventures of "William" appear on each list for boys. The girls of Standard VI and VII also read stories about "William". These are the humorous adventures of a small, mischievous boy. The girls of Standard VII read W. E. Johns' stories



about "Worrals", who is the feminine counterpart of "Biggles". The most popular authors for girls are Lucy Fitch Perkins with stories of twins of other lands, and for Standards V and VI, stories of the adventures of young people with an element of humour, as written by Enid Blyton, seem to hold sway. Angela Brazil's stories of the adventures of girls at school appear ever-popular. Changes in titles of themes enjoyed by girls from Standards V to VII reflect maturing interests. Stories by Enid Blyton and Lucy F. Perkins have children as the main characters. Standard VII girls show the same interests in exciting adventure or mystery, but there is a greater emphasis on romance and a "boy wins girl" culmination for all stories. It would appear that the older girls like to have the heroine suffer until the final chapter, then all must end well. This is exemplified by L. M. Montgomery's stories of Anne of Avonlea.

An examination of the books most frequently borrowed by boys reveals the same trend. At Standard V the characters must be youthful, but by Standard VII most stories read will have a young adult as the leading character. The astonishing popularity of the "Biggles" stories makes the Standard V boys appear

to prefer adventure with adult characters. This is apt to distort the true picture.

With reading interests centered around a relatively few categories the total absence of, or at least the small interest in, many other categories shows the contrast of reading interests of boys and girls. Boys show little or no interest in stories of children in other lands, stories with a romantic theme or stories of home and family which are so popular with the girls. In turn girls show little or no interest in certain categories, such as hobbies, science and historical fiction, often selected by boys. Other categories not represented among the first ten books most frequently borrowed by either sex are poetry and plays, travel, self-improvement and religion.

Although great similarity is apparent in the choice of themes for each standard and sex, little or no duplication is found in the choice of books. Some authors appear more than once, but the most frequently any specific book appears is twice. This wide range of titles makes any list of the ten most popular books for the area studied impossible. Yet

within itself, this fact is extremely significant. It would seem that within the range of categories found to be of interest to pupils at these age levels, what is selected and appears to be preferred is determined to a large extent by the books which are available.

The literary quality of the books most frequently borrowed from each school library leaves much to be desired. Relatively few would be selected by the classroom teacher for use as part of a literature course. The action in these stories is usually fast moving, with the interest sustained by means of a sequence of mysterious or highly adventurous incidents. Characterization is usually accomplished by relating the activities of the persons in the story, rather than delaying the action with paragraphs of pure description. In nearly all cases "identification" with the leading character is possible. These stories make a definite appeal to the young reader by providing an opportunity to live vicariously the thrilling life they find so desirable.

#### Conclusions Resulting from Conferences with the Librarians

The teacher-librarian's idea of the popularity

of adventure stories (including war, air and western stories), mystery and stories of school and sport is borne out by the tabulation of the ten most frequently borrowed books from each school. This category, with mystery and adventure, compose over 50% of all the books on the list. Here, as in the tabulation of the ten most frequently borrowed books, romance is not believed popular with boys, but ranks well up with girls. The popularity of the story "Kontiki" by Heyerdahl, as was expressed by the parents, teachers and librarians, is not reflected in these lists of most frequently borrowed books. Could it be that this book has already been read by the majority of the pupils? Some basis of fact must be assumed since the opinion was expressed by all of the adults questioned in relation to this survey.

The librarians do not feel that the "classics" (i.e. Tom Brown's School Days) are popular with the children of today. They believe that the boys would read plays with some pleasure but not poetry or essays. An examination of the books popular with boys reveals one common element of rapid action. This may well be the reason for disinterest in poetry.

essays or so called "classics" with their characteristic, long descriptions which delay the action. An interesting observation made by one of the teacher-librarians is the suggestion that books, to be popular, should be light-weight and easy to carry. Certainly *Kontiki* would be more difficult to carry to and from school than a comic magazine. How much this would affect the popularity of reading material cannot be determined in this survey.

From an analysis of the librarians' opinion as to the most popular books and the ten most frequently borrowed books, it appears that biography, not travel, is the bridge to non-fiction reading for both boys and girls. The evidence indicates that more interest is shown in reading the biographies of famous men and women than other types of non-fiction.

School libraries in areas where homes could be expected to contain the greatest number of books also appear to have the best-equipped libraries. The present practice of receiving funds for libraries from the government on a pound for pound basis would tend to contribute to this inequality.

Teachers acting as librarians had little time for much pupil guidance in reading, although some

effort is possible outside of the library period proper. In many schools all clerical work for the library is done by the teacher in charge. It is believed that in these cases the routine of checking in the returned books and checking out the next book selections could be done by pupils, leaving the teacher free to aid and guide in making reading selections.

Most teacher-librarians did little in the way of displaying books on current topics. It is possible that this results from too much de-centralization of library work, and could be remedied by having one teacher designated as Librarian even though she received no school time for the library work. The great percentage of teachers have no particular training in library techniques and consequently could not be expected to take advantage of many methods developed for exciting interest in worth-while fiction and non-fiction.

Libraries are often available to pupils only at noontime or after school. This would not militate materially against the pupil who had learned to find enjoyment in books, but would surely fail to bring

increased interest in reading among those who read little unless ample opportunity is provided. In addition, many schools (56.2%) provide too few tables and chairs for the library to be used as a reading room. Under these circumstances the library could only be utilized as a distribution center.

An expenditure of five shillings per pupil per year was discovered to be the average library expenditure for new books. This is not a large enough expenditure to do more than make necessary replacements and repairs on the books already owned by the school, and leaves little if anything for the purchase of new books. An investigation of the books most frequently borrowed from each school results in a belief that most libraries are deficient in the number of non-fiction books written to interest the young adolescent. This fact may be explained in part by the greater cost of non-fiction books.

SURVEY OF TEXTBOOKS

To present what authors and publishers of textbooks believe not only to be of educational value to the pupil but also to contain material of interest to each age level, an analysis of texts recommended by the Cape Department of Education was undertaken. Through the courtesy and co-operation of the Departmental Library each story in each text was read and classified into one of the twenty categories used in this investigation. This classification is based entirely on the excerpt found in the discontinuous-type of reading book, and not on the entire story. For example, if an animal is the chief character of the chapter offered, the story is classified "Animal", even though a knowledge of the rest of the story not appearing in the reader would result in a classification of "Youth Adventure". All plays are classified as "Plays" regardless of subject matter, just as poetry is classified as "Poetry". The characteristic construction of these two types of literature makes this a more descriptive classification than a classification by theme.

An inventory of each text analyzed is contained in the appendix, and lists the title and author of



each selection included. The texts investigated are only for Standards V and VI as, at the Standard VII level, emphasis in the literature course is placed on completing the set books required for the Junior Certificate.

A summary of the data obtained from this analysis of texts appears as Table XXX. Some selections are more historical than biographical in content and are thus included separately as "History". Essays are also a separate category. Poetry and plays are separated for the purposes of identification here, although throughout the rest of the investigation these are considered as one category.

An examination of Table XXX should result in some knowledge of what publishers feel should be stressed in a literature or reading course at these levels. The three categories most often included by publishers for Standard V pupils are Fairy Tales, Poetry and Animal. These three categories make up 75.6% of the selections for this standard with Fairy Tales (33.3%), Poetry (28.2%) and Animal (14.1%). At the Standard VI level the three categories most often repeated in the text are Poetry, Biography and

TABLE XXX

PERCENTAGE OF STORIES BY STANDARD IN EACH  
CATEGORY OF READING INTERESTS FOUND IN  
TEXTBOOKS ANALYZED

CATEGORY	Std. V	Std. VI	Total
Poetry	28.2	33.1	31.1
Fairy Tales and Fantasy	33.3	10.5	21.0
Animals, Birds, Reptiles	14.1	9.2	11.5
Biography - Autobiography	6.7	13.5	9.8
Adventure of Youth	5.2	8.5	7.1
Adventure of Adults	3.7	6.1	5.1
Humour	2.2	2.5	2.3
Plays	1.5	2.5	2.0
Religion	1.5	2.5	2.0
Essays	1.4	1.8	1.7
History		2.5	1.4
School and Sport	1.5	.6	1.0
Home and Family Life		1.8	1.0
Travel and Exploration		1.8	1.0
Occupations - Vocations		1.8	1.0
Science and Invention		.6	.4
Historical Fiction	.7		.3
Stories of Other Lands		.6	.3
N =	135	163	296

Fairy Tales. These categories make up 57.1% of the selections included in the texts with Poetry emphasized (33.1%), Biography (13.5%) and Fairy Tales (10.5%). A wider range of categories is available to Standard VI pupils since sixteen of the twenty possible categories used in this study are represented in the selections of the texts for this group. Poetry makes up 33.1% of this total. For Standard V pupils twelve categories are presented with Fairy Tales and Fantasy making up 33.3% of the total selections, while Poetry and Fairy Tales combined represent 61.5% of the entire number of selections offered for Standard V pupils.

#### Conclusions on Survey of Textbooks.

Poetry and Fairy Tales or Fantasy are the two most worthwhile and interesting themes for pupils of Standard V and VI, in the opinion of the publishers of textbooks surveyed for this group. Over 50% of all the selections offered fall in these two categories.

No selections which could be classified as Romance, Mystery, Self-Improvement or Hobbies and Activities are to be found in any of the texts analyzed. At the Standard V level publishers include almost one third fewer kinds of selections in the texts than are

included in the Standard VI textbooks.

Although a wide variety of topics are included for Standard VI pupils twelve of the seventeen themes mentioned represent only 25% of the total number of selections for this age group. In other words, 75% of the selections in Standard VI textbooks represent only five different themes.

## QUESTIONNAIRE E

FICTITIOUS ANNOTATED TITLES QUESTIONNAIRE

NAME \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_ AGE \_\_\_\_\_ <sup>BOY</sup>  
~~GIRL~~

SCHOOL \_\_\_\_\_ STANDARD \_\_\_\_\_ DATE \_\_\_\_\_

This is not a test. There are no right or wrong answers. The answers will not be marked. Your teacher will not see them. This is an attempt to find out what boys and girls of your age enjoy reading most. These questions are being answered by a great many pupils in schools in the Cape Peninsula. It is important that the answers be as complete and true as you can make them. Do not consult your neighbour as it is your own opinion that is valuable.

On the page below and those that follow are the titles of a number of stories and articles. Each title is followed by a sentence or two telling what the story is about. You have not read any of these stories, because you have never had a chance to read them. But the title and the description which follows it will give you an idea of what the story is about and what kind of a story it is.

If you think you would like to read the story, put a circle around Yes, like this (Yes) No ?

If you think you would NOT like to read the story even though you had time and nothing else to do, put a circle around No, like this Yes (No) ?

If you cannot make your decision as to whether you would like to read this story or not, put a circle around the question mark, like this  
 Yes No (?)

Yes No ? 1. Brownie  
 How a stray dog found a new friend  
 and showed his true love.

- Yes No ? 2. Best Loved Poems  
A collection of favourite verse for everyone.
- Yes No ? 3. Mimi, the French Girl  
A little country girl comes to visit her Aunt in Paris. The Many happenings of her trip and her visit.
- Yes No ? 4. Lost But Not Found  
The amusing adventures of an absent-minded Professor who found a baby on his doorstep.
- Yes No ? 5. Famous Sermons by Famous Preachers  
Some of the sermons preached in church by the best-known preachers of the past and present.
- Yes No ? 6. Jumbo of the Circus  
Why Jumbo, the circus elephant, always hated peanuts. What happened when madness seized him.
- Yes No ? 7. Love's Decision  
Jack and Joan were reporters for two rival newspapers. They were both working on the same story when Joan was hurt. Jack must choose between Joan and his story.
- Yes No ? 8. Rugby - How to Play It  
A series of photographs with descriptions, showing the proper techniques for each skill as demonstrated by experts.
- Yes No ? 9. Half Moon Bay  
The story of an adventurous boy. How his discovery of the cave of the smugglers led to an exciting experience.
- Yes No ? 10. Seeing Australia  
A trip across Australia by horseback. Some unusual customs and strange people.

- Yes No ? 11. Open Thou Mine Eyes  
Contains Old Testament prophecies concerning the Lord Jesus with their Biblical background.
- Yes No ? 12. Make Your Own Frock  
What you should wear to look your best, and how to make it yourself. A party frock at half cost!
- Yes No ? 13. The Blue Carnation  
Greta faced death at the hands of the under-world in order to trap the leader of the smugglers.
- Yes No ? 14. Too Fat  
Some information on how to eliminate excess fat; and develop a healthy, well-coordinated body.
- Yes No ? 15. After Me the Deluge  
A stirring tale of the French Revolution. How Jean Tournay outwitted the guillotine-mad wolves of Robespierre and escaped to England.
- Yes No ? 16. The Future of Aircraft  
Will the year 2000 bring something new in air travel? An aeronautical engineer looks at future designs in air transport.
- Yes No ? 17. The Call of the Silver Screen  
How Cherry Dale worked her way from Cape Town to Hollywood and became a famous actress.
- Yes No ? 18. Elizabeth Baker  
An exciting biography of the first woman to become a medical doctor.
- Yes No ? 19. Monticello Lodge  
How Jacqueline, the daughter of a millionaire, won a place at her new school by defending her roommate against the school sneak

- Yes No ? 20. Call a Doctor  
The excitement and satisfaction in a Doctor's daily battle against accident and disease.
- Yes No ? 21. The Forsythe Family  
Four young girls and their mother struggle with the misfortunes of life, and find their happiness when a new family moves in next door.
- Yes No ? 22. Looking Ahead  
Directed Bible reading with verses chosen for daily study.
- Yes No ? 23. Laugh and the World Laughs with You  
A collection of humorous anecdotes.
- Yes No ? 24. Tales of Long Ago  
The legend of Thor, the Norse God. The crash of his mighty hammer makes the thunder, and the sparks from his hammer the lightning.
- Yes No ? 25. Poems of Friendship  
A collection of poems dedicated to international brotherhood. Friendship between individuals and nations described in words of beauty.
- Yes No ? 26. The White Vastness  
Oomoo, the Eskimo boy, was only fourteen; but he proved himself a man by finding the reindeer herd which saved his tribe from starvation.
- Yes No ? 27. Herbert  
When a man takes a rabbit to tea, that's strange. But when no one else can see or hear the rabbit, that's fantastic. The trials and tribulations of poor Mr. Tolliver with his invisible rabbit, Herbert.



- Yes No ? 28. The Good Life  
What is a good person? This article tells what a good person is and how to be one.
- Yes No ? 29. The Scarlet Ranger  
A young Englishman flees to the New World to escape injustice, and participates in the French and Indian War as the Scarlet Ranger.
- Yes No ? 30. Sweethearts  
Gary and Sylvia had grown up together. Then Gary went away to college. When he came back he found a different Sylvia.
- Yes No ? 31. Woodwork for Boys  
Complete information on how to make many objects of value. A description of wood working tools, and how to use and care for them.
- Yes No ? 32. Heir to a Throne  
The exciting experiences of a boy and girl who found the lost Prince of Arcadia.
- Yes No ? 33. The Lure of the South Pole  
The story of the first exploration to reach the South Pole. How the men lived. Their daily work and their adventures.
- Yes No ? 34. Fun in the Kitchen  
First lessons in cooking. Some simple things to make that will surprise and delight your family.
- Yes No ? 35. Pieter's Quest  
Pieter came to South Africa to find his missing uncle. When he discovered the body in the old well he found himself on the trail of a gang of international jewel thieves.
- Yes No ? 36. Making Friends  
How to win friends easily. What to do to be popular.

- Yes No ? 37. **Headline Hunter**  
The adventures of a cub reporter.  
His struggle to make good with his  
uncle who owns the newspaper.
- Yes No ? 38. **Call in the C.I.D.**  
Why the C.I.D. have been so success-  
ful in catching criminals. How  
science is used to solve a crime.
- Yes No ? 39. **The Captain of the Team**  
Faced with the loss of the cricket  
captaincy, George sets to work to  
make up for his earlier mistakes,  
and retain his reputation for skill  
and sportsmanship.
- Yes No ? 40. **King Richard the Lionheart**  
The life of a great king of England.  
The story of his crusade to the  
Holy Land.
- Yes No ? 41. **The Navigator**  
Francisco Ortiz sails with Captain  
Bartholomew Diaz to discover a new  
route to the Spice Islands.
- Yes No ? 42. **Stage Struck**  
The everyday life of a screen star.  
The rewards and disappointments that  
come from success on the screen.
- Yes No ? 43. **The Beloved Baggotts**  
The heartaches and joys of three  
young girls and two smaller brothers  
keeping house when their parents  
were injured in an automobile accid-  
ent.
- Yes No ? 44. **Miracles in the Bible**  
An interesting account of the  
miracles performed by our Lord.
- Yes No ? 45. **The Fabulous Frog**  
The humorous story of a jumping frog  
contest.

- Yes No ? 46. **Jungle Lord**  
All the animals in the jungle fled from Numa, the lion, except one. Who challenged the king of the jungle?
- Yes No ? 47. **Vest-Pocket Book of Poetry**  
Great poetry that never fails to please people. The kind of writing that is riches in style, rhythm and imagery.
- Yes No ? 48. **Ice Queen**  
A Swedish country girl skated so beautifully that she finally won the Swedish skating championship.
- Yes No ? 49. **How to Introduce Your Friends**  
How to introduce your friends properly, and make them feel comfortable. Ways to avoid the awkward pause so often occurring after a poor introduction.
- Yes No ? 50. **Brush Your Teeth!**  
Why teeth decay. The proper care of teeth.
- Yes No ? 51. **Myths of the Sea**  
A collection of the most famous myths that have arisen among the sailors of the Seven Seas.
- Yes No ? 52. **Secret Romance**  
Their families were bitter enemies. They must meet secretly. Will true love find a way?
- Yes No ? 53. **Camping Hints**  
How to make a good fire for cooking. How to make a bed on the ground. Other useful suggestions about camping and hiking.
- Yes No ? 54. **Moon Rocket**  
How "Speed" Whitmore, with the help of Dr. Shantig, built his moon rocket. The adventures and difficulties on their first trip to the moon.

- Yes No ? 55. Around the World on Eight Pounds.  
A young student proves that travel need not be expensive. An interesting account of the world as seen from the deck of a tramp steamer.
- Yes No ? 56. Invasion from Mars  
A rocket ship from Mars lands on the earth. A young scientist is the only hope against the strange people who came in it.
- Yes No ? 57. Flower Arrangement  
Artistic flower arrangement that will delight your friends, and display your flair for design.
- Yes No ? 58. Public Enemy  
Jose Leonidas takes over the lottery racket. A story of gangs and gang warfare.
- Yes No ? 59. Model Aircraft  
Building new and improved flying model aeroplanes. Accurate descriptions, with an estimate of needs and costs of construction, make this a practical book.
- Yes No ? 60. Conversation Made Easy  
Are you often at a loss for something to say? The author summarizes the basis of this problem; and, in simple language, explains what you can do about it.
- Yes No ? 61. Astronomy for Youth  
How to know the stars in the heavens. How to learn their names and where to find them.
- Yes No ? 62. The Gladiator  
A captured warrior from Gaul becomes a gladiator to win his freedom. A story of ancient Rome during the reign of Caligula.

- Yes No ? 63. Rough and Ready  
The life of Theodore Roosevelt, a great American. How he went to Africa and South America for adventure and to build up his body physically, and finally became President of the United States.
- Yes No ? 64. The Unwilling Prefect  
When the Headmaster made him a prefect Dennis found himself torn between his friendship and his honour.
- Yes No ? 65. Refrigerated Ship  
Tunny fishing is big business. What is needed to be a successful fisherman and how the experts fish commercially.
- Yes No ? 66. Children to the Rescue  
Failure of the father's business did not discourage the children. John and Tim fish, Beth and Margaret bake cookies, and little Georgie sells lemonade until father finds a new position.
- Yes No ? 67. Miss Minerva and the Red Wagon  
A laughable story of a little girl who went to live with her austere spinster aunt.
- Yes No ? 68. Sitka of the Jungle  
Sitka, the mongoose, protects a true companion and friend in a fight to the death with a great, king cobra.
- Yes No ? 69. Poet's Corner  
A treasure chest of great English and American Poems.
- Yes No ? 70. Ricksha Boy  
Yen Su, the Chinese boy, longed to possess the beautiful statue. He achieved his heart's desire by becoming a ricksha boy!

- Yes No ? 71. Through the Open Window  
Bruce did not think he had the courage to face the coming operation of his crippled foot until he opened the strange bottle he had received that morning. To repay him for his escape the genie of the bottle gave Bruce three wishes.
- Yes No ? 72. The Dying Words of the Saints  
What the very good saints said just before they died. Their last message to the people of this world.
- Yes No ? 73. Pecos Pete and the Horse of Many Colours.  
The fabulous cowboy, Pecos Pete, finds a worthy steed in a horse who jumps 500 feet into the air and can conceal himself by changing colour.
- Yes No ? 74. Money or Love  
Celia was lonely. Prescott's ambition kept him away from home so often. Was financial success more important than their life together?
- Yes No ? 75. Fishing Hints  
In a friendly manner an expert tells you how to develop your fishing skill. Some good information on the habits and characteristics of game fish.
- Yes No ? 76. A Missionary Speaks  
The effort among missionaries to-day is not to Europeanize, but to Christianize; so that natural native and racial ways of life and worship may be preserved and offered to Almighty God.
- Yes No ? 77. Canadian Canoe Trip  
A canoe trip along the St. Lawrence River makes a happy and worthwhile summer vacation.

- Yes No ? 78. **Combat Jump**  
A young paratrooper makes his first jump into combat behind the lines in Korea. Can he make good with the men of Company B who are veterans of two wars ?
- Yes No ? 79. **Magic Make-up**  
Making the most of your looks with the aid of one of Hollywood's leading make-up artists. Things to do and not to do to make yourself attractive.
- Yes No ? 80. **Undercover Man**  
The crime ring had made plans carefully. They almost managed to steal the secret code.
- Yes No ? 81. **South African Sonnets**  
The beauties of South Africa described in poetry.
- Yes No ? 82. **Talks About Angels**  
We learn from the Bible that the angels really do exist. But are we spiritual enough to know that the Heavenly Hosts are ever about us? A preacher offers an interesting approach.
- Yes No ? 83. **Diamonds!**  
The story of the Kimberly diamond fields. How diamonds are mined and how they are polished.
- Yes No ? 84. **The Big-Leaguer**  
The story of a baseball rivalry. How one boy's desire to make a name for himself almost lost his team the championship, and himself this opportunity to play professional baseball.
- Yes No ? 85. **Empire Builder**  
The life of Cecil Rhodes, told as only one who knows Africa could tell it.

- Yes No ? 86. The Battle of Hastings.  
A fine historical novel based on one of the most heroic figures in English history. A young knight fights with the last of the native kings of the English.
- Yes No ? 87. Modern Farms  
Scientific farming does pay. The government experimental farm shows new and improved ways of making a profit from the soil.
- Yes No ? 88. Melinda's Babies  
Pretty young Melinda takes over Mother's duties in caring for her smaller brothers while Father and Mother start the new business.
- Yes No ? 89. Topsy-Turvy  
An uproariously funny account of the trouble their rich uncle had in telling the red-haired twins apart.
- Yes No ? 90. The Black Stallion  
Midnight, the wild stallion, led his little band far into the wilderness. At last he must turn and fight his greatest enemy.
- Yes No ? 91. Atomic Power  
Is destruction the only use for atomic energy? A scientist points out some ways in which this great power will be put to constructive use in the near future; and also discusses some of the difficulties already encountered.
- Yes No ? 92. The Dutch Twins Afloat  
How Jan and Jacob earned a trip to Amsterdam on a cheese boat and met their long lost uncle.



- Yes No ? 93. The Trail Blazers  
Following the trail blazed by Lewis and Clark in their famous expedition proves difficult even for the modern explorer.
- Yes No ? 94. Essays on the Weather  
A collection of essays on the weather by famous writers of the classics.
- Yes No ? 95. Anna's Marriage  
The excitement and gaiety of the wedding plans could not still the doubts in Anna's heart. Was Chris the right man? She was to find out in one heart-breaking moment that day.
- Yes No ? 96. Girl Scouts to the Rescue  
Angela and Stephany find thrilling adventure when they rescue an old miner with a broken leg.
- Yes No ? 97. Six-Gun Justice  
The tall stranger wore two Colt six-shooters low and tied down. In lurid action he drove out the rustler gang and brought law and order to Painted Gulch.
- Yes No ? 98. Doll Collections  
Some famous collections of dolls with descriptions and photographs.
- Yes No ? 99. Winifred Scott, Senior Nurse  
With her friend, Joan Leslie, Winifred goes through her last year of nurse's training. An extraordinary, quick-tempered old Doctor complicates her life almost as much as the theft of a valuable drug.
- Yes No ? 100. Old Silversides  
The old salmon was King of the river. To catch him would require all the skill and experience of a life-time of fishing. Why did Jean throw him back into the river?

- Yes No ? 101. Get Out and Get Under  
Henry Ford's rise to fame and fortune through his "gasoline buggy". How a poor boy achieved the pinnacle of success by imagination and hard work.
- Yes No ? 102. Special Duty  
Some good information on the educational background and specialized training required of a registered nurse. Why nursing is an important job.
- Yes No ? 103. At Ease  
An erect carriage and good posture are an important part of your appearance. Easy and interesting exercises to develop them.
- Yes No ? 104. The Geography of South Africa  
A description of the earth's surface in South Africa with historical and political implications.
- Yes No ? 105. The Gold Fish Bowl  
Sudden fame skyrocketed the obscure Crail family to front page news. Could their closely-knit and loving family life continue in spite of the lack of privacy?
- Yes No ? 106. The Lost Treasure  
Otto and Griet found an old map. Who was the mysterious stranger, and why did he want the map?

## QUESTIONNAIRE E 1

## LIST OF INTEREST CATEGORIES

with

## KEY TO QUESTIONNAIRE

## FICTION

Animals . . . . .	1,	6,	46,	68,	90
Fantasy and Mythology . . .	24,	27,	51,	71,	73
Child Life in Other Lands .	3,	26,	48,	70,	92
Love and Romance. . . . .	7,	30,	52,	74,	95
Adventures of Boys and Girls . . . . .	9,	32,	54,	96,	106
Adventure of Adults (for youth). . . . .	17,	37,	56,	78,	99
Mystery and Detective Stories . . . . .	13,	35,	58,	80,	97
School and Sports . . . . .	19,	39,	64,	84,	100
Home and Family Life. . . .	21,	43,	66,	88,	105
Historical Stories. . . . .	15,	29,	41,	62,	86
Humour. . . . .	4,	23,	45,	67,	89

## PREJUDICED

Questions . . . . .	5,	28,	50,	72,	94,	104
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## NON-FICTION

Masculine Activities and Hobbies . . . . .	8,	31,	53,	59,	75
Feminine Activities and Hobbies . . . . .	12,	34,	57,	79,	98
Exploration and Travel. . .	10,	33,	55,	77,	93
Self-improvement. . . . .	14,	36,	49,	60,	103
Science and Invention . . .	16,	38,	61,	83,	91
Biography . . . . .	18,	40,	63,	85,	101
Occupations and Vocations .	20,	42,	65,	87,	102
Religion. . . . .	11,	22,	44,	76,	82
Poetry. . . . .	2,	25,	47,	69,	81

FICTITIOUS ANNOTATED TITLES QUESTIONNAIRE

This questionnaire was developed to provide an objective measurement of the reading interests of each pupil investigated. It is composed of 106 annotated titles divided into eleven fiction categories with five titles in each category and nine non-fiction categories with five titles in each category.

Six prejudiced type titles, dispersed throughout the questionnaire, were carefully worded so that the child would feel that he ought to like to read them. Although some children could, conceivably, be interested in reading a few of these titles it was decided that any child selecting more than four of these six titles would be considered as responding other than in a way which reflected his true interests. In tabulating the responses to this questionnaire the pupils who indicated they would choose to read more than four of these six prejudiced type titles were eliminated from the study. A summary of the 38 questionnaires which were eliminated on this basis appears as Table XXXI. An examination reveals that younger pupils and those of lower mental ability

form the large proportion of this disqualified group. The girls seem more prone to give prejudiced responses than do boys.

TABLE XXXI  
QUESTIONNAIRES ELIMINATED  
FROM EACH SUB-GROUP AS PREJUDICED

Age	UPPER		MIDDLE		LOWER		Total
	Girls	Boys	Girls	Boys	Girls	Boys	
12	2	2				2	6
13	1		4	2	4	3	14
14	1	1	5	2	3	2	14
15	1		1		2		4
	5	3	10	4	9	7	38

The eleven fiction categories used are:

(1) Animals, (2) Fantasy, (3) Child Life in Other Lands, (4) Romance, (5) Adventure of Youth, (6) Adventure of Adults, (7) Mystery, (8) School and Sports, (9) Home and Family Life, (10) Historical Fiction, (11) Humour. The nine non-fiction categories are: (1) Masculine Activities and Hobbies, (2) Feminine Activities and Hobbies, (3) Travel and Exploration, (4) Self-Improvement, (5) Science and

Invention, (6) Biography and Auto-biography, (7) Occupations and Vocations, (8) Religion, (9) Poetry, Plays and Essays. Five annotated titles are found under each category. The interest score for each title was determined as the number of pupils marking "Yes"  $\div \frac{1}{2}$  the number of pupils marking "?". As there was a difference in the number of pupils in each sub-group the interest score was changed to a percentage rating by dividing by the total number of pupils in each sub-group. The titles which find the most favour with all the groups of girls are listed in order of popularity under Table XXXII. The most popular title is the title which appears in the greatest number of sub-groups in the first ten choices of the pupils.

TABLE XXXII  
MOST POPULAR TITLES CHOSEN BY GIRLS

TITLE	TITLE NO.	CATEGORY
Lost but Not Found	4	Humour
The Ice Queen	48	Child Life in Other Lands
Mimi the French Girl	3	Child Life in Other Lands.
Topsy Turvy	89	Humour.
Monticello Lodge	19	School and Sport
Winifred Scott, Senior Nurse.	99	Adventure of Adults

TABLE XXXII Contd.

TITLE	TITLE NO.	CATEGORY
Love's Decision	7	Romance
The Forsyth Family	21	Family Life
Pictor's Quest	35	Mystery
Miss Minerva and the Red Wagon	67	Humour

From the above Table it can be seen that Humour is the category that appears the most frequently among these ten titles. Three of the titles were designed to appeal primarily to those children who like stories of humorous or comical incidents. In the annotation for each title such words as "amusing" and "comical" were used. The next most popular category from this group for girls is Child Life in Other Lands. One is the story of a French girl and the other a story of a Swedish girl. In annotating these titles it was made clear that these stories were of children in other lands and that the leading character was a girl. The remaining categories appearing in Table XXXII are Mystery, Home and Family Life, Adventure of Adults, School and Sport and Romance. There is a complete absence of any non-fiction titles in the list

of most popular titles for girls.

The most popular titles for boys in order of popularity, are shown in Table XXXIII.

TABLE XXXIII  
MOST POPULAR TITLES CHOSEN BY BOYS

TITLE	TITLE NO.	CATEGORY
Half Moon Bay	9	Adventure of Youth
The Lost Treasure	106	Adventure of Youth
Lost but Not Found	4	Humour
Pieter's Quest	35	Mystery
Call in the C.I.D.	38	Science
Laugh and the World Laughs with You	23	Humour
Rugby - How to Play It	8	Masculine Activities
The Black Stallion	90	Animal
The Lure of the South Pole	33	Travel and Exploration
Moon Rocket	54	Adventure of Youth

It can be seen from the above table that the most popular category for boys is Adventure of Youth, since three of the ten titles listed are classified in this category. In annotating these titles it was made clear that each was the story of a boy and his exciting adventures. The next most popular category is Humour with two of the titles appearing under that classifica-



tion. The remaining categories are Mystery, Animal, Science, Masculine Hobbies and Travel and Exploration. Three of these categories, Science, Masculine Hobbies and Travel and Exploration are classified as non-fiction.

Two titles, "Lost but Not Found" (Humour) and "Pieter's Quest" (Mystery) appear in the most popular titles for both boys and girls. In addition three other titles found great favour with both sexes. They are, "Half Moon Bay" (Adventure of Youth), "The Lost Treasure" (Adventure of Youth) and "Laugh and the World Laughs with You" (Humour).

The percentage rating of each sub-group as to the titles in each category is shown in Table XXXIV (see pp. 260-280). Each category represents an average of the interest scores for the five annotated titles of which it is composed.

In analyzing the appeal of the different types of stories, the categories will be discussed in the order in which they appear in Table XXXIV. The categories will be analyzed in terms of (a) similarities and differences in reading interests which can be attributed to sex, (b) similarities and differences in reading interests which can be attributed to intelli-

gence and (c) similarities and differences in reading interests which can be attributed to age.

Animals (Birds, Reptiles, etc.)

Girls (60.2%) are less interested than boys (69.7%) in this category. All the sub-groups of boys demonstrate much interest in this category. It is the least popular fiction category for girls at the age of fourteen in the upper third. There is a rise in the interest of girls at the age of twelve from 61.8% in the upper third to 85.5% in the lower third. This category is popular with all mental ability groups and little difference is apparent which can be attributed to differences in mental ability. Younger boys in the upper third find this category more interesting than do older boys in the upper third. There is a drop in interest in this category shown by girls in the lower third aged twelve (85.5%) to aged fifteen (59.1%).

Fairy Tales, Fantasies, Legends and Myths

This category is shown to be slightly more popular with the boys than with the girls in most sub-groups. Girls aged thirteen and fifteen in the middle third find this the least popular fiction category. For boys and girls in the upper third, there is a drop in

interest from age twelve to age fifteen.

### Child Life in Other Lands

Girls (76.4%) find this category more interesting than do boys (47.9%). Interest scores given by girls for this category are on an average 28% higher than those given by boys. None of the sub-groups of boys find this category as interesting as the corresponding sub-groups of girls. No differences which can be attributed to differences in mental ability are apparent. Age of the pupils seems to have little effect on interest in this topic.

### Love and Romance

Girls (75.4%) show much higher interest in this category than do boys (35.8%). At age fifteen the difference in interest scores between girls and boys is as great as 50% in some groups. This category is the least interesting of all fiction categories to most sub-groups of boys. In only one sub-group of girls (aged thirteen, upper third) is this the least interesting of fiction titles. Girls of the lower third show great interest in this category. Interest of boys shows few differences which can be attributed to intelligence.

Girls and boys in the two oldest age groups studied (fourteen and fifteen) show the greatest interest in this category.

#### Adventure of Youth

High interest is shown in this category by both boys (72.3%) and girls (75.6%). There is very little difference in interest attributable to mental ability for either boys or girls, except for girls at the age of fifteen, where a sharp decline in interest is noted from the upper third (84.5%) to the lower third (68.4%). The greatest interest in this category is demonstrated at age twelve by each I.Q. group. At the upper and lower thirds boys show a decline in interest in the category from age twelve to age fifteen. In the middle and lower thirds girls show a sharp decline in interest with increased age.

#### Adventure of Adults

Girls (68.3%) show greater interest in this category than do boys (59.0%). Differences which can be attributed to mental ability or to age are small and inconsistent.

#### Mystery, Detective, Gang and Underworld

Boys (75.5%) show greater interest than do girls (61.7%) in this topic. Average interest scores for

each sub-group of boys are approximately 10% higher than those for girls in corresponding sub-groups. This was the most popular category for most sub-groups of boys and of much interest to all sub-groups. Great interest is expressed in this category by both boys and girls in the lower third. Differences resulting from age are small and inconsistent except for boys in the upper third, where boys aged twelve (79.0%) show higher interest than do boys aged fifteen (61.1%).

#### School and Sports

Girls (66.1%) find this category of slightly greater interest than do boys (58.9%). There is a small but consistent drop in interest from upper third to the lower third for both boys and girls. This is particularly true at the age of twelve. A slight and inconsistent rise in interest is shown by girls from age twelve to age fifteen. Boys in the upper third demonstrate a drop in interest from age twelve to age fifteen, but there is a slight rise in interest for the middle and lower thirds.

#### Home and Family Life

Girls (73.3%) show far greater interest in this category than do boys (43.3%). There is an average of

at least 20% greater interest shown in each sub-group. Little difference which can be attributed to mental ability is apparent. The younger girls express greater interest in this category than do older girls. Differences in interest of boys at each age level are relatively small and inconsistent. Boys at the age of fourteen in each mental ability group, report this category as the least interesting of all the fiction categories.

#### Historical Fiction

Boys (62.4%) show a greater interest in this category than do girls (49.3%). This category represents the least popular fiction category in nine of the twelve sub-groups of girls. Boys show greater interest than girls in every sub-group but one. There is a slight but consistent drop in interest for both boys and girls from the upper third to the lower third. This is particularly true for girls at the age of thirteen where there is a drop in interest in this category from 61.3% at the upper third to 35.7% at the lower third.

#### Humour

Girls (77.4%) show greater interest than do boys

(65.0%), although this is one of the more popular categories for both sexes. This is the most popular of the fiction categories for five of the sub-groups of girls and one of the sub-groups of boys. There is a small but consistent drop in interest in this category from the upper third to the lower third for both boys and girls. This category is especially appreciated by the groups of boys and girls aged fifteen.

#### Masculine Activities and Hobbies

Marked differences between the sexes is apparent in this category. Girls (29.9%) show relatively little interest in the category while boys (67.7%) find it of great interest. Every sub-group of boys finds this category more interesting than the corresponding sub-group of girls with an average difference of 37%. While not completely rejecting this category the girls are obviously disinterested. There is a small but consistent rise in interest in this category from the upper to the lower thirds for both boys and girls. Differences in interest in this category which can be attributed to age are not apparent. This category was the least popular of all the non-fiction categories for eight of the twelve sub-groups of girls.

### Feminine Hobbies and Activities

Marked differences between the sexes is apparent in this category. Boys (15.4%) almost completely reject this category while girls (51.6%) demonstrate considerable interest. The average difference is 36.2% which indicates the importance of sex as a determiner of interest in these activities. Ten of the twelve sub-groups of boys find this category the least interesting of the non-fiction categories. This category represents the lowest interest score for all the sub-groups of boys of the upper third and also for the two older age groups in the middle and lower thirds. At the age of fifteen a sharp drop in interest is noted for girls from 71.1% at the upper third to 57.2% at the lower third. Differences resulting from age are few and inconsistent, with the exception of the upper third where there is a rise from 50.5% at age twelve to 71.1% at age fifteen.

### Travel and Exploration

This category proved to be the most popular non-fiction category for both boys (72.7%) and girls (63.2%); particularly did the boys find this category of interest, for in nine of the twelve sub-groups of the boys this was found to be the most popular non-fiction category.



In three of the four sub-groups of girls in the upper third this was found to be the most popular non-fiction category. Among the boys little difference is apparent which could result from differences in mental ability, except for boys aged fifteen where a sharp rise in interest is noted from the upper third (66.6%) to the lower third (81.1%). The category is almost equally popular at other levels. For both boys and girls differences which can be attributed to age are too small to be statistically significant.

#### Self-Improvement

Girls (55.9%) show a greater interest in this category than do boys (45.9%) although not too great an interest is shown by either group. In relation to interest exhibited in other non-fiction categories this proves to be a far more important category to girls than to boys. There is a consistent rise in interest in this category from the upper to the lower thirds among girls, although the total increase is small. At age fifteen in the lower third this is the most popular non-fiction category for girls. Girls show a steady rise in interest from age twelve to age fifteen in all mental ability groups. Interest of boys

in this category shows little difference which can be attributed to age.

### Science and Invention

Boys (64.2%) show a much greater interest in this category than do girls (40.9%) -- boys show higher interest in every sub-group than do girls. There are few differences attributable to age or intelligence apparent in this survey.

### Biography and Auto-biography

This category is almost equally popular with girls (59.1%) and boys (56.3%). This is the second most popular non-fiction category for girls (in the lower third, at age fourteen it is the most popular) and the fourth most popular non-fiction category for boys. There is little difference in interest in this category which can be attributed to intelligence of the pupils. Among the girls in the lower third this category is more popular with older pupils, for at the age of twelve the interest score is 48.9% and at the age of fifteen the interest score is 62.5%. For boys the differences which may result from age are small and inconsistent.

### Occupations and Vocations

Girls (45.5%) show slightly greater interest in this category than do boys (37.0%). There is a consistent rise in interest in this category among girls from the upper third (41.6%) to the lower third (48.7%). There is little difference among the boys which can be attributed to intelligence. Among girls in the upper third there is a sharp increase in interest from aged twelve (43.3%) to aged fifteen (51.1%); among the other I.Q. groups of girls the rise is negligible. Boys show a slight increase in interest from ages twelve to fifteen at both the middle and the lower thirds.

### Religion

Greater interest in this category is demonstrated by girls (57.5%) than boys (43.7%). Six of the twelve sub-groups of girls find this the most interesting of the non-fiction categories. The boys and girls of the upper third show the least interest in this category, while the lower third shows the greatest interest. At the upper third there is a rise in interest from age twelve to age fifteen for both boys and girls. There is a similar rise for boys in the lower third,

but girls in the lower third show a drop in interest.

#### Poetry, Plays and Essays

Girls (40.6%) show a greater interest in this category than do boys (23.2%) and the difference is apparent in each sub-group. Boys find this category only slightly more popular than the category of Feminine Activities and Hobbies. With the exception of sub-groups which show Feminine Activities and Hobbies as the least popular, all other sub-groups of boys show this category as the least popular. Girls, aged twelve, thirteen and fifteen of the lower third also find this category the least interesting of all the non-fiction categories. Older boys and girls in the upper and middle thirds show greater interest than do the younger pupils in the corresponding groups.

#### Conclusions From Fictitious Annotated Titles Questionnaire.

Humour is the category appearing most frequently in the ten titles most popular with girls. The category appearing next most frequently is Child Life in Other Lands. In all of the first ten titles except one ("Pieter's Quest", a mystery with a boy as the

leading character), "identification" is possible, for girls are the principal characters. There are no non-fiction titles in this list for girls.

Boys show a wider range of interest than do girls as they include Adventure of Youth (first in popularity), Humour (second in popularity), Science, Masculine Activities and Travel and Exploration. Three of these categories are non-fiction.

Titles which show great popularity with both girls and boys are: "Lost But Not Found" (Humour), "Pieter's Quest" (Mystery), "Half Moon Bay" (Adventure of Youth), "The Lost Treasure", (Adventure of Youth), and "Laugh and the World Laughs with You" (Humour). The five categories most interesting to all girls in order of popularity are: Humour (77.4%), Child Life in Other Lands (76.4%), Adventure of Youth (75.6%), Romance (75.4%) and Home and Family Life (73.3%). Of the least interest to girls are categories found in the non-fiction classification: Masculine Activities and Hobbies (29.9%) and Poetry, Plays and Essays (40.6%).

The five categories most interesting to boys are: Mystery (75.5%), Travel and Exploration (72.7%),

Adventure of Youth (72.3%) and Animal (69.7%). Boys show particularly low interest in three categories: Feminine Activities and Hobbies (15.4%), Poetry, Plays and Essays (23.2%) and Occupations and Vocations (37.0%).

To give meaning to the interest scores the following phrases will be used to describe the levels of interest throughout the remainder of the discussion of the results obtained from this questionnaire.

80% - 100% interest score Very High Interest.

60% - 79% interest score High Interest.

40% - 59% interest score Moderate Interest.

20% - 39% interest score Low Interest.

0% - 19% interest score Very Low Interest.

This scale is an arbitrary rating by the investigator for comparative analysis in this questionnaire only.

All fiction categories except two are of High Interest to girls in each sub-group while Very High Interest is shown in the following categories: Humour by girls in the upper third, Adventure of Youth by girls in the middle third and Romance by girls in the Lower third. The two exceptions are Historical Fiction and Fairy Tales, Fantasy and Myths which are of Moderate

Interest. Romance is of Moderate Interest to girls at the age of twelve, but girls at the age of fifteen show this category to be of Very High Interest in many sub-groups.

The least popular category for most sub-groups of girls is Historical Fiction, but this is still of Moderate Interest.

Interest of girls in non-fiction categories is less than their interest in fiction categories. However, Travel and Exploration is of High Interest to most sub-groups. Girls at the age of fifteen show High Interest in the category of Self-Improvement, while Biography-Autobiographies and Religion range from Moderate to High Interest. The least popular non-fiction category for girls is Masculine Activities and Hobbies which ranges from Very Low Interest to Moderate Interest.

Unlike girls, the interest of boys in the various fiction categories ranges from Low Interest in Romance to Very High Interest in Mystery and Adventure of Youth. Romance is of Low Interest in all but three of the twelve sub-groups of boys, while Mystery is of High Interest in all sub-groups and of Very High Interest to boys at the age of thirteen in the lower

third.

Boys show a wide range in their interests in the non-fiction categories. Travel and Exploration is the most popular non-fiction category with boys. It is of High to Very High Interest to all boys. The next most popular categories for boys are Masculine Activities and Hobbies and Science and Invention. These range from Moderate Interest to Very High Interest for all boys. Feminine Activities and Hobbies are of Very Low Interest to most sub-groups of boys, rising to Low Interest in only three of the twelve sub-groups (two of these are in the lower third). Poetry, Plays and Essays is another category in which boys display little interest, the various sub-groups ranging from Very Low to Moderate Interest for boys aged fifteen in the upper third.

The results derived from this questionnaire show that the sex of the pupil is a most important factor in determining the reading interests. This is shown by the Low to Very Low Interest demonstrated by the opposite sex in the categories Masculine or Feminine Activities and Hobbies. The High Interest shown by the girls in the categories of Romance, Child Life in Other Lands and Home and Family Life, which is not



shown by boys, is additional evidence for this conclusion. On the other hand boys show a High Interest in the categories Historical Fiction and Science and Invention which is not demonstrated by girls. There are no categories which are of Low or Very Low Interest common to both sexes.

Although the ages of the groups investigated represent a narrow segment of the total adolescence period, it must be concluded from the results obtained in the Fictitious Annotated Titles Questionnaire that the age of the pupil does have some influence on reading interest. This can be seen in the greater interest in the category Romance demonstrated by girls in the two older age levels studied. Although popular at age twelve there is a sharp rise in interest among the older girls in all the mental ability groups. Greater interest of the older pupils is also exhibited in the category Poetry, Plays and Essays.

The influence of intelligence is not as clearly demonstrated by the Fictitious Annotated Titles Questionnaire as is the influence of either sex or age. Differences which are associated with I.Q. are limited to specific categories. For example, greater interest is shown by girls in the lower third than in the upper

third of mental ability in the category of Love and Romance. Boys aged fifteen show a drop in interest in the category Poetry, Plays and Essays from the upper third to the lower third.

## TABLE XXXIV

INTEREST SCORES OF FICTITIOUS ANNOTATED TITLES  
DIVIDED INTO CATEGORIES  
AND EXPRESSED IN PERCENTAGES

# ANIMALS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
1	74.0	76.7	65.0	88.9	73.4	90.6	73.0	71.9	80.6	76.4	94.5	78.6	88.3	79.7	84.6
6	71.8	50.0	23.4	66.7	48.4	81.3	60.5	45.9	50.0	55.2	88.9	64.3	48.3	50.0	55.1
46	45.7	48.4	35.0	61.1	44.5	43.8	35.4	51.0	52.8	46.2	72.2	57.2	41.7	50.0	50.0
68	47.8	61.6	46.7	55.6	53.8	43.8	45.9	60.4	41.7	51.4	83.3	64.3	51.7	46.9	54.5
90	69.5	73.3	66.7	72.2	70.0	46.9	58.3	82.3	58.3	67.3	88.9	64.3	75.0	68.7	73.0
Total	61.8	62.0	47.4	68.9	58.0	61.3	54.6	62.3	56.7	59.3	85.5	65.7	61.0	59.1	63.4
BOYS															
<u>TITLE NO.</u>															
1	68.7	68.8	59.7	77.8	67.3	70.0	69.2	67.9	64.0	68.5	72.7	70.3	67.2	71.9	70.3
6	71.5	45.9	38.5	50.0	56.3	78.5	78.2	60.7	58.8	71.5	45.5	77.8	51.9	62.5	62.5
46	81.4	66.7	26.9	44.5	62.3	62.9	75.6	67.9	85.3	71.4	63.7	66.7	59.6	64.1	55.2
68	67.7	62.5	80.8	50.0	68.1	71.4	77.0	67.9	94.1	73.1	77.3	76.0	76.9	76.5	76.5
90	85.3	79.1	78.9	66.7	80.9	78.5	83.3	76.8	79.5	79.8	86.4	83.3	86.5	73.5	81.3
Total	74.9	64.6	57.0	57.8	67.0	72.3	76.7	68.2	76.3	72.9	69.1	74.8	68.4	69.7	69.2

# FANTASY

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
24	52.2	45.0	51.7	27.8	47.3	56.3	50.0	46.9	25.0	45.3	38.9	28.6	38.4	40.7	38.5
27	74.0	71.7	63.3	66.7	69.0	62.5	75.0	59.4	55.5	62.7	66.7	71.5	43.3	40.7	47.4
51	60.9	81.6	51.7	50.0	63.5	31.3	43.8	59.4	36.1	38.2	66.7	21.4	40.0	67.2	59.0
71	71.8	71.7	61.7	72.2	65.2	84.4	41.7	59.3	52.8	58.0	83.3	100.0	73.3	62.5	72.5
73	63.0	51.7	46.7	61.1	53.8	40.6	41.7	38.6	50.0	37.7	61.1	64.3	46.7	42.2	48.0
Total	64.4	64.3	55.0	55.6	59.8	55.0	50.4	52.7	43.9	48.4	63.3	57.2	48.3	50.7	53.1
BOYS															
<u>TITLE NO.</u>															
24	32.4	52.1	75.0	55.6	48.6	84.3	59.0	57.1	53.0	58.4	59.0	59.3	57.7	54.7	57.3
27	74.5	77.1	86.5	66.7	77.3	60.0	78.2	62.5	79.5	69.4	54.5	50.0	50.0	61.0	52.1
51	70.6	75.0	75.0	61.1	71.8	68.5	69.2	73.2	79.5	71.4	68.1	64.8	75.0	59.4	66.1
71	61.8	50.0	61.5	27.8	56.3	64.3	53.9	26.8	58.9	54.2	54.5	57.4	67.3	57.8	59.9
73	66.7	52.1	57.7	27.8	58.1	70.0	62.8	39.3	58.9	58.8	46.5	57.4	55.8	50.0	53.2
Total	61.2	61.3	71.1	47.8	62.4	69.4	64.6	51.8	66.0	62.4	56.5	57.8	61.2	56.6	57.7

# CHILD LIFE IN OTHER LANDS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
3	84.8	85.0	78.4	83.3	82.6	90.6	91.7	88.5	72.2	86.8	77.8	92.9	90.0	86.0	87.2
26	60.9	55.0	45.0	61.1	53.8	71.9	66.7	66.7	69.5	66.5	55.6	71.5	70.0	54.7	62.2
48	89.1	88.3	83.3	88.9	88.0	96.9	85.4	91.7	72.2	87.7	100.0	92.9	88.3	84.3	88.5
70	58.7	68.4	60.0	77.8	64.1	78.1	70.8	63.5	66.7	68.0	72.2	64.3	63.3	64.1	64.7
92	80.5	70.0	56.7	83.3	91.3	87.5	87.5	66.6	75.0	77.0	88.9	85.7	71.7	79.7	78.2
Total	74.8	73.3	64.7	78.9	76.0	85.0	80.4	75.4	71.1	77.2	78.9	81.5	76.7	73.8	76.2
BOYS															
<u>TITLE NO.</u>															
3	42.2	37.5	26.9	27.8	36.4	42.9	39.8	30.4	44.1	39.1	54.5	50.0	51.9	46.9	50.0
26	74.5	83.3	73.1	77.8	76.4	78.5	74.0	75.0	88.3	77.7	90.9	68.5	75.0	75.0	64.6
48	38.2	39.6	42.3	33.3	39.1	42.8	37.2	28.6	67.6	32.8	13.6	46.3	42.3	28.1	33.3
70	41.2	41.7	46.1	38.9	42.3	52.9	42.3	26.8	38.2	41.2	36.7	51.9	46.1	53.1	49.0
92	46.1	45.4	46.1	22.2	44.1	41.4	42.3	42.8	47.0	42.8	59.1	50.0	40.4	54.7	50.0
Total	48.4	49.5	46.9	40.0	47.7	51.7	47.1	40.7	57.0	46.7	51.0	53.3	51.1	51.6	49.4

# ROMANCE

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
7	82.6	65.0	83.3	88.9	77.7	65.7	91.7	88.5	83.4	84.9	72.2	100.0	75.0	82.8	80.1
30	74.0	50.0	83.3	94.5	71.1	90.6	85.5	80.2	72.2	81.5	77.8	100.0	85.0	87.5	86.5
52	71.8	50.6	80.0	77.8	72.3	56.3	94.5	81.2	80.5	75.0	88.9	78.5	81.7	75.0	79.5
74	47.8	48.4	68.3	77.8	57.0	31.9	64.6	67.7	58.3	63.1	38.9	92.9	63.3	76.5	68.5
95	74.0	53.3	71.7	94.5	68.5	71.9	83.3	84.4	72.2	80.2	83.3	100.0	85.0	82.8	85.2
Total	70.0	54.7	77.3	86.7	69.4	63.3	83.9	80.4	73.3	76.9	72.2	94.3	78.0	82.9	80.0
BOYS															
<u>TITLE NO.</u>															
7	54.9	58.4	73.1	83.3	62.3	42.9	57.7	71.5	73.5	58.8	63.6	38.9	53.8	43.8	47.5
30	28.4	35.4	48.1	22.2	34.1	21.4	32.1	32.2	55.9	32.4	45.5	33.3	44.3	20.3	33.3
52	29.4	45.9	25.0	50.0	33.6	28.6	50.0	26.8	58.9	39.5	46.5	46.3	55.8	37.5	40.1
74	18.6	27.1	23.1	27.8	22.3	25.7	34.6	30.4	61.7	34.9	13.6	35.2	34.6	10.9	24.5
95	19.6	27.1	76.9	11.1	34.1	12.9	24.4	21.4	26.5	20.6	13.6	24.1	38.5	4.6	20.3
Total	30.4	38.8	49.2	38.9	37.3	26.3	39.8	36.5	55.3	37.2	36.6	39.6	45.4	25.4	33.1

# ADVENTURE OF YOUTH

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
9	91.3	70.0	70.0	88.9	77.5	84.4	81.3	88.5	75.0	84.0	88.9	92.9	95.0	78.1	87.2
32	93.5	41.7	46.7	94.5	61.4	81.3	81.2	78.2	77.8	79.2	83.3	100.0	85.0	61.0	66.7
54	71.8	68.4	53.3	55.6	63.0	68.8	53.1	66.7	38.9	59.0	61.1	42.8	50.0	54.7	51.9
96	84.8	66.7	76.7	88.9	76.6	93.7	21.2	90.6	69.5	95.4	94.5	78.5	93.3	76.5	85.2
106	78.3	76.7	65.0	94.5	75.0	100.0	85.4	87.5	80.5	87.7	100.0	85.7	91.7	71.9	84.0
Total	84.0	64.7	62.3	84.5	70.7	85.6	64.4	82.3	68.3	81.1	85.6	80.0	83.0	68.4	75.0
BOYS															
<u>TITLE NO.</u>															
9	94.1	91.6	90.4	83.3	91.8	94.3	97.5	75.0	85.3	89.5	100.0	90.7	88.5	87.5	90.1
32	78.5	73.0	53.8	38.9	68.2	74.3	55.1	60.7	76.5	65.1	77.3	63.0	50.0	37.5	54.2
54	89.2	87.5	80.8	72.2	85.5	82.8	73.0	69.7	73.5	75.2	95.5	76.0	82.7	75.0	79.7
96	37.3	41.7	30.8	27.8	35.9	48.6	34.6	26.8	47.0	38.6	63.7	50.0	32.7	34.4	41.7
106	98.0	89.6	94.3	66.7	93.7	90.0	88.5	82.1	85.3	87.0	90.9	89.0	84.6	90.6	88.5
Total	79.4	76.7	70.0	57.8	75.0	78.0	69.7	62.9	73.5	71.1	85.5	73.7	67.7	65.0	70.8



# ADVENTURE OF ADULTS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
17	84.8	60.0	86.7	94.5	78.3	84.4	89.6	81.2	72.2	82.0	66.7	92.9	85.0	75.0	79.5
37	71.8	68.4	61.7	83.3	68.5	59.4	75.0	66.7	52.8	65.1	66.7	64.3	71.7	62.5	67.3
56	69.6	66.7	55.0	61.1	63.0	40.6	62.5	60.4	55.6	57.1	61.1	42.8	38.3	48.5	45.5
78	50.0	70.0	68.3	61.1	60.3	21.9	41.7	48.9	55.6	44.3	27.8	28.6	45.0	45.3	41.7
99	87.0	86.7	78.3	88.9	84.3	87.5	95.9	92.6	80.5	90.5	77.8	78.5	93.3	92.2	89.7
Total	72.6	70.4	70.0	77.8	70.6	58.8	73.5	70.0	63.3	69.8	60.0	61.4	67.7	64.7	64.7
BOYS															
<u>TITLE NO.</u>															
17	41.2	22.9	42.3	33.3	36.8	32.9	30.8	26.8	58.8	34.5	22.7	48.5	38.5	45.3	41.7
37	78.5	60.4	71.1	50.0	85.3	58.5	96.1	62.5	79.5	66.4	68.1	66.7	78.9	67.2	70.3
56	87.2	77.1	67.3	77.8	79.5	74.3	73.0	50.0	76.5	68.4	50.0	81.5	67.3	65.7	68.8
78	80.4	66.7	78.9	72.2	76.4	85.7	78.3	78.5	91.1	82.3	77.3	66.7	75.0	68.7	70.9
99	26.5	35.4	38.5	22.2	30.9	31.4	30.8	28.6	23.6	29.4	59.1	50.0	44.2	21.9	40.1
Total	62.8	52.5	59.6	51.1	62.0	56.6	61.8	49.1	65.9	56.6	55.4	62.7	60.8	53.8	58.4

# DETECTIVE - MYSTERY

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
13	67.4	71.7	56.7	77.8	66.8	78.1	75.0	80.2	80.6	78.8	72.7	85.7	70.0	75.0	73.8
35	82.6	80.0	68.3	66.7	75.5	84.4	87.5	87.5	86.1	86.8	83.3	92.9	90.0	75.6	83.4
58	54.3	31.7	41.7	44.4	31.9	43.8	45.9	45.8	33.3	43.4	44.4	57.2	88.3	36.0	59.0
80	69.5	70.0	55.0	55.6	63.5	62.5	70.8	64.6	44.4	62.3	83.3	71.5	66.7	62.5	67.3
97	47.8	55.0	36.7	61.1	47.8	25.0	37.5	40.6	52.8	39.6	55.6	57.2	50.0	36.0	45.5
Total	64.3	61.7	51.7	61.1	57.1	56.2	61.3	63.7	59.4	62.2	67.8	71.9	73.0	56.9	65.8
BOYS															
<u>TITLE NO.</u>															
13	79.4	79.1	78.9	61.1	80.4	74.3	82.0	80.3	79.5	79.0	86.3	88.9	80.9	71.9	80.7
35	87.2	85.4	96.1	83.3	88.5	91.4	88.5	82.1	91.1	88.2	81.9	83.3	86.5	71.9	79.7
58	68.6	58.3	57.7	38.9	61.4	80.0	38.5	76.8	67.6	63.8	59.1	70.3	65.4	70.3	64.6
80	82.3	81.2	86.5	83.3	74.0	38.6	83.3	80.4	68.2	79.0	63.7	77.8	84.6	75.0	77.1
97	77.5	70.8	50.0	38.9	66.3	75.7	71.8	75.0	70.6	73.5	77.3	83.3	69.2	75.0	76.0
Total	79.0	75.0	73.8	61.1	74.1	72.0	70.8	78.9	79.4	76.7	73.7	80.7	77.3	72.8	75.6

SCHOOL AND SPORT

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
19	89.1	75.0	70.0	88.9	78.3	96.9	98.0	41.6	80.6	88.1	61.1	85.7	91.7	89.0	86.5
39	69.6	53.4	46.7	66.7	56.5	25.0	54.2	51.0	72.2	51.4	16.7	50.0	41.7	36.0	37.2
64	91.3	81.7	80.0	83.3	83.6	71.9	85.4	84.4	86.1	83.0	83.3	71.5	83.3	59.3	73.7
84	67.5	53.2	46.7	83.3	60.3	25.0	75.0	55.2	44.4	53.3	27.8	42.8	61.7	70.3	59.6
100	52.2	56.7	45.0	55.6	51.6	62.5	52.1	52.1	47.2	52.8	66.7	78.5	53.3	45.3	53.9
Total	73.9	64.0	57.7	75.6	66.1	56.3	72.9	56.8	66.1	66.1	51.1	65.7	66.3	60.0	62.2
BOYS															
<u>TITLE NO.</u>															
19	49.0	40.7	46.1	44.4	46.4	54.3	37.2	50.0	41.2	46.2	22.7	37.0	21.2	40.6	32.3
39	67.6	58.3	76.9	33.3	65.0	55.7	73.1	66.1	79.5	63.8	59.1	76.0	59.6	53.1	62.0
64	73.5	66.7	78.9	44.4	70.9	61.4	66.7	71.5	73.5	67.2	46.5	44.4	67.3	59.4	55.7
84	65.7	70.8	80.8	77.8	71.4	71.4	69.2	71.5	70.6	70.6	54.5	64.8	78.9	62.5	67.7
100	59.8	58.3	59.6	72.2	60.5	58.5	56.4	50.0	64.7	56.7	27.3	51.9	46.1	53.1	47.9
Total	63.1	59.0	68.5	54.4	62.8	60.3	60.5	61.8	65.9	60.9	42.0	54.8	54.6	53.7	53.1

# HOME AND FAMILY LIFE

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
21	95.7	73.4	78.4	94.5	82.6	87.5	91.7	82.3	72.2	83.5	94.5	92.9	93.4	81.3	88.5
43	91.3	70.0	85.0	22.2	75.5	68.8	83.3	87.5	61.1	79.2	72.2	100.0	88.3	91.6	88.5
66	95.7	50.0	75.0	83.3	71.7	90.6	73.0	66.7	72.2	72.6	94.5	100.0	88.3	70.3	82.7
88	82.6	63.4	65.0	83.3	71.2	84.4	79.1	72.9	66.7	75.0	77.8	78.5	35.0	73.5	59.6
105	69.5	56.7	56.7	72.2	61.4	59.4	77.1	61.5	52.8	53.8	72.2	64.3	50.0	48.5	53.3
Total	87.0	62.7	72.0	71.1	72.5	78.1	80.8	74.2	65.0	72.8	82.2	87.1	71.0	73.0	74.5
BOYS															
<u>TITLE NO.</u>															
21	47.1	37.5	53.9	33.3	45.5	44.3	48.7	32.2	53.0	44.1	50.0	38.9	51.9	53.1	48.4
43	31.4	41.7	46.1	27.8	32.7	34.3	39.8	33.9	41.2	39.0	36.7	27.8	36.6	39.1	34.9
66	63.7	47.9	50.0	22.2	53.6	65.7	44.9	46.4	47.0	51.6	81.9	53.7	53.8	54.7	57.3
88	26.5	31.3	23.1	22.2	26.4	21.4	29.5	17.9	17.6	22.7	13.6	14.8	25.0	32.8	23.5
105	46.1	60.4	57.7	5.5	48.0	34.0	46.0	35.0	47.0	40.3	31.8	37.1	32.7	42.2	37.0
Total	43.0	43.8	46.2	41.2	41.2	40.0	41.8	33.1	41.2	51.5	42.8	34.5	40.0	44.4	40.2

# HUMOUR

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
4	93.5	85.0	88.3	94.5	89.1	93.7	77.1	91.6	100.0	90.0	88.9	92.9	85.0	84.3	85.9
23	84.8	90.0	86.7	88.9	87.5	96.9	79.2	85.4	80.6	84.9	77.8	71.5	66.7	79.6	73.7
45	56.5	46.7	40.0	61.1	48.4	65.6	41.7	38.5	33.3	42.5	83.3	64.3	46.7	36.0	48.1
67	95.7	90.0	75.0	94.5	87.0	71.9	77.1	94.8	77.8	84.5	88.9	85.7	81.7	86.0	84.6
89	93.5	88.4	83.3	94.5	89.6	87.5	91.6	87.5	80.5	87.3	94.5	71.5	78.3	76.5	78.9
Total	84.4	80.0	74.6	86.7	80.3	83.1	73.3	80.6	74.4	77.8	86.7	77.2	71.7	72.5	74.2
BOYS															
<u>TITLE NO.</u>															
4	90.2	87.5	90.4	83.3	89.0	92.9	92.3	91.0	94.1	91.6	81.9	72.2	86.5	90.6	83.3
23	67.7	93.8	92.3	88.9	80.9	87.1	82.0	89.3	76.5	84.5	59.0	77.8	73.1	84.4	76.5
45	55.9	54.2	51.9	22.2	49.1	38.6	46.1	48.3	23.6	41.2	22.7	29.6	32.7	42.2	33.9
67	49.0	60.4	51.9	22.2	50.0	45.7	50.0	42.8	53.0	47.5	59.1	48.1	48.1	50.0	50.0
89	77.5	73.0	69.2	72.2	74.0	57.1	77.0	69.7	53.0	66.0	77.2	53.7	61.5	59.4	60.4
Total	68.1	73.8	71.1	77.8	68.6	64.3	69.5	66.2	60.0	65.9	60.0	56.2	60.4	65.3	60.6

# MASCULINE ACTIVITIES

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
8	28.3	31.7	20.0	33.3	27.2	9.4	29.2	43.8	22.2	31.6	27.8	7.1	25.0	39.1	29.5
31	19.6	16.7	18.3	5.6	16.9	0	20.8	12.5	11.1	12.3	33.3	21.4	11.7	26.5	21.2
53	76.1	65.0	70.0	61.1	68.5	71.9	50.0	67.7	44.4	60.3	83.3	71.5	65.0	70.3	69.9
59	6.5	10.0	21.7	11.1	13.0	0	22.9	16.7	13.9	15.1	33.3	7.1	6.7	14.1	12.8
75	15.2	21.7	16.7	11.1	17.4	12.5	35.4	25.0	58.3	26.0	38.9	42.8	26.7	21.9	27.6
Total	29.1	29.0	29.5	24.4	28.6	18.8	31.7	43.1	30.0	29.1	43.3	29.9	27.0	34.4	32.2
BOYS															
<u>TITLE NO.</u>															
8	74.5	79.2	73.1	66.7	74.5	88.5	83.3	78.6	100.0	86.1	68.2	81.5	86.5	82.8	81.7
31	57.9	54.2	55.8	55.6	56.4	71.4	56.4	73.2	61.7	63.8	59.1	81.5	69.2	78.1	74.5
53	73.5	87.5	75.0	66.7	77.3	82.8	61.5	75.0	82.4	73.9	77.3	92.6	76.9	68.8	74.5
59	52.0	60.4	53.8	27.8	52.7	68.5	56.4	57.1	64.7	61.3	40.9	74.1	71.1	54.7	63.0
75	47.0	41.7	53.8	44.4	47.3	74.3	59.0	37.5	61.7	53.8	59.1	72.3	71.1	57.8	65.6
Total	61.0	64.6	62.3	52.2	61.5	77.1	63.3	64.3	74.1	69.8	60.9	80.4	74.2	68.4	71.9

# FEMININE ACTIVITIES

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
12	50.0	41.7	60.0	72.2	52.7	43.8	56.3	54.1	72.2	56.1	44.4	64.3	51.7	65.6	57.7
34	67.5	43.3	65.0	83.3	60.3	87.5	62.5	79.1	63.9	74.0	77.8	92.9	70.0	75.0	74.4
57	43.5	41.7	41.7	77.8	45.6	53.1	29.2	55.2	31.3	46.7	50.0	21.4	56.7	65.6	56.4
79	56.5	30.0	41.7	77.8	45.1	59.4	47.9	52.1	69.5	55.2	61.1	71.5	61.7	53.1	59.0
98	34.8	30.0	25.0	44.4	31.0	50.0	22.9	36.5	25.0	33.5	27.8	14.3	28.3	26.5	26.3
Total	50.5	37.3	46.7	71.1	46.9	58.8	43.4	55.4	52.4	53.1	52.2	52.9	53.7	57.2	54.8
BOYS															
<u>TITLE NO.</u>															
12	4.9	4.2	0	0	3.2	5.7	5.1	10.7	0	5.9	0	3.7	1.9	1.6	2.1
34	14.7	20.8	17.3	22.2	17.3	30.0	25.6	23.2	26.5	26.5	31.8	29.6	38.5	12.5	21.4
57	17.7	8.3	9.6	22.2	14.1	28.6	6.4	3.6	20.6	14.3	18.2	20.4	28.9	15.6	20.8
79	21.6	20.8	11.5	5.6	17.7	37.1	32.1	17.9	38.2	51.1	50.0	37.1	38.5	34.4	38.0
98	2.9	6.3	5.8	11.1	5.0	12.9	6.4	7.1	2.9	7.5	0	3.7	3.9	9.4	5.2
Total	12.4	11.8	8.8	12.2	11.5	22.9	15.1	12.5	17.6	17.2	20.0	18.9	22.3	14.7	17.5

# TRAVEL AND EXPLORATION

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
10	71.8	70.0	81.7	44.4	71.6	71.9	79.2	71.9	72.2	73.5	66.7	64.3	76.6	82.8	77.0
33	58.7	71.7	65.0	50.0	64.1	65.6	62.5	62.5	61.1	62.7	72.2	71.5	53.3	59.3	57.7
55	84.8	75.0	80.0	94.5	81.0	65.6	56.3	61.5	55.6	59.9	50.0	50.0	56.7	51.6	54.5
77	69.5	70.0	71.7	50.0	64.1	65.6	62.5	64.6	72.2	65.5	50.0	71.5	61.7	79.7	68.5
93	47.8	66.7	63.3	44.4	58.7	28.1	47.9	34.4	47.3	38.7	44.4	50.0	48.3	54.7	50.6
Total	66.5	70.8	72.3	56.7	67.9	59.4	61.7	59.0	61.8	60.1	56.7	61.5	59.3	65.6	61.7
BOYS															
<u>TITLE NO.</u>															
10	68.7	70.9	78.9	72.2	71.8	64.3	70.5	48.2	73.5	63.9	68.2	57.4	75.0	76.5	69.8
33	81.4	77.1	78.9	50.0	77.3	91.4	74.4	84.0	94.1	86.0	77.3	77.8	53.8	92.2	81.3
55	69.5	89.6	76.9	61.1	75.0	77.1	74.3	71.5	82.4	75.6	68.1	70.3	84.6	76.7	76.0
77	75.5	68.8	53.8	66.7	68.1	87.1	77.0	76.8	76.5	79.8	72.7	66.7	78.9	87.5	74.5
93	64.7	62.5	71.1	77.8	66.8	60.0	57.7	69.7	73.5	63.4	63.7	59.3	51.9	73.5	62.5
Total	67.5	73.8	71.9	66.6	71.8	76.0	70.8	70.0	80.0	73.7	70.0	66.3	68.8	81.1	72.8



# SELF-IMPROVEMENT

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
14	13.0	21.7	25.0	22.2	20.7	12.5	20.8	34.4	30.6	27.4	11.1	35.7	41.7	61.0	43.0
36	71.8	46.7	56.7	72.2	52.1	78.1	73.0	61.5	66.7	67.5	66.7	64.3	76.7	89.0	79.5
49	54.4	50.0	65.0	88.9	59.8	62.5	75.0	70.8	63.9	69.3	61.1	64.3	78.3	78.0	75.0
60	43.5	60.0	66.7	66.7	56.5	40.6	60.4	61.5	72.2	59.9	55.6	85.7	33.3	61.0	60.9
103	32.6	40.0	66.7	72.2	50.0	34.4	56.3	61.5	66.7	57.1	72.2	42.8	60.0	57.3	59.0
Total	43.1	43.7	56.0	64.1	47.8	45.6	57.1	57.9	60.0	56.2	53.3	58.6	58.0	69.3	63.5
BOYS															
<u>TITLE NO.</u>															
14	24.5	31.3	26.9	27.8	26.8	37.2	37.2	41.1	29.4	37.0	45.5	48.2	86.5	31.3	52.6
36	57.9	43.8	61.5	50.0	55.0	68.2	57.7	50.0	61.7	59.6	50.0	53.7	69.2	56.2	58.3
49	41.2	50.0	26.9	55.6	40.9	60.0	43.6	50.0	61.7	52.5	68.1	44.4	61.5	43.8	51.6
60	39.2	43.8	51.9	44.4	43.2	38.6	32.1	41.1	47.0	48.2	36.7	29.6	57.7	37.5	40.6
103	30.4	45.9	38.5	33.3	35.9	45.7	48.7	37.5	26.5	42.0	68.1	50.0	44.2	31.3	44.3
Total	38.6	42.9	39.1	42.2	40.4	49.9	43.8	43.9	45.4	47.9	53.7	45.2	63.8	40.0	49.5

# SCIENCE AND INVENTION

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
16	26.1	36.7	28.4	5.6	28.2	6.3	25.0	25.0	27.8	22.6	11.1	28.6	30.0	31.3	28.2
38	67.5	73.4	58.3	66.7	65.2	31.3	58.3	67.7	58.3	58.5	38.9	57.2	61.7	53.1	60.9
61	54.4	40.0	45.0	55.6	46.8	40.6	45.9	33.3	36.1	37.7	38.9	7.1	51.7	39.1	53.9
83	56.5	51.7	45.0	38.9	49.5	71.9	41.7	42.7	38.9	46.2	55.6	64.3	36.7	46.9	45.5
91	26.1	33.3	30.0	11.1	28.2	6.3	20.8	15.6	13.9	15.1	38.9	50.0	25.0	21.9	27.6
Total	46.1	47.0	41.3	45.9	43.6	31.3	38.3	36.9	35.0	36.0	46.7	41.4	41.0	38.5	43.2
BOYS															
<u>TITLE NO.</u>															
16	79.4	81.3	73.1	72.2	77.7	61.5	70.5	53.6	70.6	63.9	59.0	68.5	69.3	82.8	72.4
38	79.4	89.6	84.6	72.2	82.7	84.3	84.6	94.6	88.2	79.0	95.5	83.3	82.7	82.9	85.0
61	47.0	56.3	48.1	44.4	49.1	48.6	39.8	50.0	58.9	47.5	50.0	40.8	51.9	48.5	47.4
83	55.9	56.3	53.8	44.4	54.5	71.4	51.3	46.4	70.6	58.8	59.1	55.6	59.6	64.1	59.9
91	63.7	73.0	61.5	72.2	65.9	57.1	53.9	69.7	67.6	60.5	63.7	63.0	69.2	61.0	64.0
Total	65.1	71.3	64.2	61.1	66.0	64.6	60.0	62.9	71.2	61.9	65.5	62.2	66.5	67.9	65.7

# BIOGRAPHY

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
18	93.5	76.7	55.0	77.8	74.9	78.1	64.6	69.9	58.3	67.9	55.6	71.5	85.0	82.8	74.4
40	50.0	48.4	63.3	61.1	54.9	62.5	54.2	42.7	63.9	51.9	44.4	42.8	56.7	53.1	52.6
63	65.2	75.0	75.0	88.9	66.3	71.9	73.0	64.6	58.3	67.0	38.9	64.3	66.7	64.1	62.2
85	54.4	55.0	63.3	55.6	57.6	65.6	54.2	38.5	33.3	45.3	50.0	50.0	53.3	56.3	53.9
101	60.9	41.7	61.7	55.6	54.3	28.1	56.3	47.9	50.0	47.2	55.6	50.0	60.0	56.3	57.0
Total	64.8	59.4	63.7	67.8	61.6	61.2	60.5	52.7	52.7	55.9	48.9	55.7	64.3	62.5	60.0
BOYS															
<u>TITLE NO.</u>															
18	43.1	31.3	59.7	33.3	43.6	25.7	43.6	42.8	38.2	37.4	50.0	24.1	38.5	34.4	34.4
40	66.6	39.6	51.9	66.7	57.2	64.3	73.1	53.6	67.6	58.8	40.9	63.0	57.7	62.5	58.9
63	72.5	37.5	76.9	72.2	65.9	70.0	55.1	67.9	85.3	66.8	68.1	66.7	67.3	84.3	72.9
85	50.0	41.7	63.5	55.6	51.8	47.1	46.1	53.6	61.7	50.4	59.1	40.8	59.6	62.5	55.2
101	66.7	75.0	75.0	66.7	70.5	68.5	62.9	66.1	76.5	67.2	40.9	57.4	61.5	48.5	53.6
Total	59.8	45.0	65.4	58.9	57.8	55.1	56.2	56.8	65.9	56.1	53.8	50.4	56.9	58.4	55.0

## OCCUPATIONS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
20	63.1	61.7	60.0	77.8	63.0	40.7	47.9	74.0	52.8	59.4	44.4	50.0	65.0	53.1	56.4
42	76.1	53.3	68.3	88.9	67.4	65.6	77.1	77.0	52.8	71.2	61.1	78.5	70.0	76.5	72.5
65	15.2	30.0	5.0	0	15.2	12.5	20.8	18.8	11.1	21.2	27.8	14.3	20.0	29.7	24.4
87	19.6	15.0	16.7	22.2	18.5	15.6	20.8	32.3	27.8	26.4	44.4	50.0	33.3	26.5	33.3
102	43.5	40.0	41.7	66.7	44.0	40.6	58.3	61.5	38.9	53.8	38.9	35.7	60.0	64.1	57.0
Total	43.3	40.0	38.3	51.1	41.6	35.0	45.0	52.7	36.7	46.4	45.3	45.7	49.7	50.0	48.7
BOYS															
<u>TITLE NO.</u>															
20	49.0	45.9	73.1	61.1	55.0	44.3	52.6	62.5	61.9	43.8	36.4	25.9	44.3	51.6	40.6
42	29.4	35.4	30.8	33.3	31.4	31.4	37.2	32.2	50.0	36.1	13.6	35.2	34.6	28.1	30.2
65	52.0	39.6	51.9	44.4	48.6	54.3	44.9	39.3	61.7	48.3	46.5	50.0	55.8	48.5	50.5
87	31.4	35.4	26.9	27.8	30.9	32.9	38.5	30.4	41.2	35.3	18.2	29.6	53.8	37.5	37.5
102	21.6	12.5	21.2	16.7	19.1	32.9	23.1	10.7	14.7	21.8	18.2	22.2	25.0	32.8	26.0
Total	36.7	33.8	40.8	36.6	37.0	39.2	39.3	35.0	45.9	37.1	26.6	32.6	42.7	39.7	36.9

# RELIGION

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
11	47.8	40.0	51.7	66.7	48.4	62.5	54.2	57.3	52.8	56.6	55.6	78.6	56.7	67.1	62.8
22	47.8	33.3	51.7	44.4	44.0	65.7	60.5	59.4	58.3	60.4	44.4	50.0	63.3	50.0	54.5
44	69.6	55.0	66.7	83.3	65.2	71.9	73.0	70.8	66.7	70.7	94.5	78.5	70.0	70.3	73.7
76	65.2	38.4	33.3	83.3	47.8	56.3	37.5	60.4	91.7	63.1	50.0	71.5	50.0	50.0	51.9
82	56.5	45.0	43.3	77.8	50.5	68.8	47.9	59.3	52.8	57.1	77.8	42.8	51.7	57.3	56.4
Total	57.4	40.3	48.1	71.1	51.2	64.8	53.6	61.4	64.5	61.6	66.5	64.3	58.3	58.9	59.9
BOYS															
<u>TITLE NO.</u>															
11	45.1	18.8	28.9	66.7	44.1	47.1	37.2	39.3	44.1	41.6	36.4	48.2	48.1	62.5	51.6
22	37.3	25.0	26.9	61.1	34.1	50.0	26.9	37.5	41.2	38.2	27.3	37.0	50.0	59.4	46.9
44	49.0	60.4	53.8	77.8	55.0	61.5	46.1	48.3	67.6	53.8	59.1	63.0	69.2	65.6	65.1
76	39.2	20.8	25.0	33.3	31.4	34.3	24.4	33.9	53.0	33.6	36.7	50.0	36.6	40.7	41.7
82	31.4	25.0	38.5	61.1	34.1	48.6	32.1	32.2	55.9	40.3	40.9	35.2	32.7	53.1	41.2
Total	41.4	30.0	34.6	60.0	40.3	48.3	33.3	36.2	52.4	41.5	40.1	46.7	47.3	56.3	49.3

POETRY - ESSAYS - PLAYS

I. Q. GROUP	UPPER					MIDDLE					LOWER				
AGE	12	13	14	15	Total	12	13	14	15	Total	12	13	14	15	Total
GIRLS															
<u>TITLE NO.</u>															
2	41.3	40.0	53.4	55.6	35.3	31.3	37.5	36.4	38.9	36.3	27.8	42.8	38.4	40.6	38.4
25	23.9	28.4	50.0	66.7	38.0	43.8	47.9	33.3	52.8	41.5	16.7	35.7	53.3	40.7	29.5
47	34.8	38.4	53.3	50.0	43.5	25.0	50.0	32.3	58.3	39.6	38.9	14.3	40.0	28.1	32.7
69	41.3	36.7	43.3	61.1	42.4	43.8	43.8	35.4	38.9	39.1	61.1	50.0	50.0	36.0	45.5
81	45.7	38.4	65.0	61.1	51.0	37.5	58.3	51.0	44.4	49.5	38.9	50.0	86.7	45.3	48.1
Total	37.4	36.4	52.6	58.9	42.0	36.3	47.5	37.7	46.7	41.2	36.7	38.6	53.7	32.1	38.8
BOYS															
<u>TITLE NO.</u>															
2	19.6	27.1	34.6	61.1	28.2	10.0	14.1	28.6	23.5	17.7	9.1	14.8	15.4	21.9	16.7
25	21.6	20.8	32.9	33.3	25.0	24.3	26.9	30.4	38.2	28.6	40.9	14.8	26.9	23.4	24.0
47	19.6	22.9	28.9	38.9	24.1	14.3	24.4	26.8	23.6	21.8	18.2	9.3	25.0	21.9	18.8
69	16.7	16.7	30.8	55.6	23.2	12.9	19.2	33.9	17.6	16.4	18.2	24.1	21.2	26.6	23.4
81	20.6	27.1	36.6	27.8	26.4	25.7	21.8	32.2	29.4	26.5	18.2	20.4	26.9	36.0	27.1
Total	19.6	22.9	32.8	43.3	25.4	17.4	21.3	30.4	24.1	22.2	20.9	16.7	23.1	15.9	22.0

## CHAPTER V

## GENERAL CONCLUSIONS

As the pupils investigated in this survey represent 11.65% of the total number of pupils in Standards V, VI and VII of the Government Schools in which English is the medium of instruction in the Cape Peninsula, it is believed that this is a fair sampling of the area. Therefore, conclusions derived from this study should apply to all the English speaking pupils in this area within the limits of the ages studied; and may also apply to the English speaking pupils aged 12 - 15 in any other large urban area in the Union of South Africa.

Analysis of the responses of the pupils, the parents, the teachers, the librarians, with a more objective test of the pupils' reading interests based on the Fictitious Annotated Titles Questionnaire and an analysis of the categories contained in the various class readers recommended for use in the schools suggests the following general conclusions:

1. THE MOST CONSPICUOUS DIFFERENCES IN READING INTERESTS ARE THOSE DIFFERENCES WHICH MAY BE ATTRIBUTED TO SEX. Some common interests are noted, but girls

show much greater interest in the following categories than do boys; Romance, Child Life in Other Lands, Home and Family Life and Feminine Activities and Hobbies. Boys, on the other hand, show greater interest in Mystery-Detective stories, Science and Invention, Historical Fiction, Travel and Exploration and Masculine Activities and Hobbies. Differences of interest which are associated with intelligence and age are often obscured by the differences associated with sex.

2. PUPILS OF LOWER INTELLIGENCE SHOW A STRIKING SIMILARITY TO MORE INTELLIGENT PUPILS IN THE GENERAL PATTERN OF THEIR READING INTERESTS. Differences relating to specific categories are evident, but in general, pupils share the same interests based on their sex and to a lesser degree, their age. This is an important factor to educators. Provision should be made for reading material which takes into consideration similarities in interest as well as differences in reading ability.

3. THEME IS THE MOST IMPORTANT SINGLE FACTOR IN THE SELECTION OF A BOOK FOR READING. 59.2% of the pupils give this as the reason for selecting the last book read. Theme is almost twice as important as the



next most frequently mentioned reason. This fact suggests that in order to stimulate interest, reading material to be included in the Literature Course should not only have literary value, but should represent themes of interest to the pupils as well.

4. COMIC BOOK READING IS AN IMPORTANT PART OF THE READING EXPERIENCE OF CHILDREN. Comic book reading has become so widespread among pupils and aroused such divergence of opinion among parents and teachers regarding their value and to methods of their control, that further investigation of this problem appears worthwhile. There is a tendency for the older groups to read fewer comic magazines. This would indicate that comic book reading is a natural phase through which children pass. The problem, therefore, is not so much to control or limit this reading as to direct this interest into more worthwhile channels. The popularity of stories in comic-strip form and of pictorial type magazines indicates that this may be a valuable method of presenting not only fictional but also non-fictional educational material in schools.

5. READING IS THE MOST POPULAR LEISURE ACTIVITY FOR PUPILS STUDIED IN THIS SURVEY. Though other forms of entertainment offer competition, few pupils report

they never read except when required to do so. In addition to books, magazines and newspapers are read by most pupils. An active interest, however, in the reading material presented by the teachers in the schools is lacking. An attitude of indifference is apparent. The subject of reading or literature is neither among the most liked subjects nor among the most disliked subjects. This attitude is felt to be, in part, the result of the paucity in the class readers of selections found to be of high interest to the pupils.

6. SELECTIONS FOUND IN THE TEXTBOOKS FAIL TO REPRESENT THE READING INTERESTS OF PUPILS AS REVEALED IN THIS INVESTIGATION. In analyzing the responses of the pupils, the parents, the teachers and the librarians, great similarity is evident in the categories which are considered most interesting to all of the pupils irrespective of sex, age and mental ability. All four of these sources name Adventure as of the greatest interest. Other categories shown by all four sources to be of high interest to the pupils studied are Romance, Mystery, School and Sport, Animal and Humour. An objective measurement of reading interests was

sought through the Fictitious Annotated Titles Questionnaire. The results from this questionnaire confirm the data obtained from the other sources, for the categories of highest interest to both sexes were found to be: Adventure of Youth, Humour, Mystery and Travel. Other categories of high interest to the pupils were Animal, Child Life in Other Lands, School and Sport, Home and Family Life, and Romance.

In sharp contrast to the results obtained from all other sources, publishers and authors include in the text books analyzed a very high proportion of Poetry selections and stories classified as Fantasy or Fairy Tales. Over 50% of the selections offered in the textbooks examined fall into these two categories. No selections which were classified Romance or Mystery are found in any of the textbooks analyzed.

7. A WIDE VARIETY OF WORTHWHILE BOOKS, MAGAZINES AND NEWSPAPERS SHOULD BE EASILY AVAILABLE TO PUPILS.

It appears from this study that within the range of categories found to be of interest to pupils at these age levels, books that are selected and appear to be preferred are determined to a large extent by the books which are available. Therefore, leisure time reading

of worthwhile material can be stimulated by making a wide variety of books and magazines available in a conspicuous place.

## CHAPTER VI

SUGGESTIONS FOR IMPROVEMENT OF READING MATERIALS  
FOR THIS AGE GROUP

In concluding this survey it seems pertinent to offer the following suggestions in the hope that they will be of some value in the selection of or improvement of reading materials for this age group, for it is a basic assumption that education takes place only when the new material presented has significance for the learner.

1. IT IS BELIEVED THAT A CLASS READER SHOULD HAVE APPEAL TO EVERY PUPIL. A class reader should include a wide variety of themes so that there will be selections which will encourage voluntary additional reading. Types of selections which are worthwhile, but shown to be of low interest to the pupils, should be limited in number, and preferably, they should have a theme of high interest to the pupils for whom they are intended. There are "classics" and stories by contemporary authors that fulfil these requirements.

2. STORIES OF TRAVEL, EXPLORATION AND BIOGRAPHIES OF INTERESTING PEOPLE SHOULD BE INCLUDED IN CLASS READERS. This study indicates that these categories blaze the trail from fiction to non-fiction.

3. EXTENSIVE USE SHOULD BE MADE OF PICTORIAL DESCRIPTIONS IN CLASS READERS -- not to replace, but to complement the author's characterization. Monotony of style and colour should be avoided. A glance at the cover of one of the books more popular with pupils of the ages studied will verify the importance publishers place on visual appeal.

4. SELECTIONS INCLUDED IN A READER SHOULD REFLECT THE INFLUENCE OF SEX, AGE AND I.Q. ON THE READING INTERESTS. Stories selected should have themes of interest to both boys and girls unless the class reader is specifically directed towards one sex. Since the reading interests of bright and dull pupils are similar, selections for retarded readers should be of less reading difficulty and simpler style than those selections for more intelligent pupils, but they should include the same "high interest" themes.

5. A CLASS READER SHOULD REPRESENT THE INTERESTS AND ENVIRONMENT OF THE PUPILS TO WHOM IT IS DIRECTED. In order to achieve maximum appeal class readers

published for youth of foreign environments and interests should be revised to meet the needs of South African Youth.

## **APPENDICES**



APPENDIX A - SURVEY OF SCHOOL LIBRARIES

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL A

STANDARDS V, VI, VII

(COEDUCATIONAL)

CATEGORY	AUTHOR	TITLE
Animal Story	Sewell, Anna	Black Beauty
Other Lands	Perkins, Lucy F.	Pioneer Twins
Other Lands	Perkins, Lucy F.	Eskimo Twins
Other Lands	Perkins, Lucy F.	The Scotch Twins
Humorous Story	Makes, Ethel	That Ass, Neddy
Youth Adventure	Spyri, Johanna	Heidi
Youth Adventure	Smith, Harriet	Pollyanna's Jewels
Other Lands	Perkins, Lucy F.	French Twins
Other Lands	Lewis, E. F.	Ho King
Animal Story	Lippincott, J.	Wilderness Champion

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL C

STANDARD V

(BOYS)

CATEGORY	AUTHOR	TITLE
Adult Adventure	Hansbro, W.	Air Feud
Adult Adventure	Westerman, P. E.	Secret Convoy
Adult Adventure	Wood, E.	Skyway Agent
Adult Adventure	Montgomery, R.	Hurricane Yank
Adult Adventure	Rochester, G.	Derelict of the Air
Adult Adventure	"Vigilant"	Lynx, Spyflyer
School and Sport	Walker, R.	Pepper's Crack Eleven
Mystery Story	Gilson, C.	The Yellow Mask
Historical Fiction	Sellick, G. G.	Highway Dust
School and Sport	Petersen, C.	Mystery Comes to St. Christopher's

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL F

STANDARD V

(BOYS)

CATEGORY	AUTHOR	TITLE
Adult Adventure	Striker, Fran	Lone Ranger Series
Youth Adventure	Rockwood, Roy	Bomba, The Jungle Boy Series
Adult Adventure	Johns, W. E.	Biggles Series
Animal	Andrews, Ned	The Cowdog
Adult Adventure	Layland, Eric	The Colorado Kid
Mystery Story	Howbray, John	The Radio Mystery
Humorous Story	Crompton, R.	William Stories
Adult Adventure	Chatterton, E.	Adventures of the Air
Youth Adventure	Rochester, G.	Haunted Hangars
Adult Adventure	Blaine, John	The Lost City

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL D

STANDARD V

(BOYS)

CATEGORY	AUTHOR	TITLE
Adult Adventure	Johns, W. E.	Biggles Series
Adult Adventure	Johns, W. E.	Ginlet Series
Adult Adventure	Johns, W. E.	Browne Series
Humorous	Crompton, R.	William Series
Masculine Activity	Barnard, J.	Handy Boy's Book
Youth Adventure	Ellis, E. S.	Across Texas
Animal	Knowles, G. W.	The Book of Dogs
Adult Adventure	Mulford, Clarence	Hopalong Cassidy takes Carls
Science and Invention	Bridges, T. C.	The Book of Invention
Masculine Activity	Eyston, G. E. T. and Lyndon, Barre	Motor Racing and Records

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL N

STANDARD VI

(BOYS)

CATEGORY	AUTHOR	TITLE
Humour	Crompton, R.	The William Series
Adult Adventure	Johns, W. E.	The Biggles Series
Youth Adventure	Rockwood, Roy	Bomba Series
Youth Adventure	Ballantyne, R.M.	Coral Island
Adult Adventure	Cook, Canfield	Sky Attack
Historical Fiction	Thomas, H. C.	Boy Fighter with Andrew Jackson
Mystery	Poole, Michael	Mystery of Station XR
Youth Adventure	Ballantyne, R.M.	Young Fur Traders
Youth Adventure	Upson, Dorothy	Boys Next Door
Adult Adventure	Westerman, J.P.C.	John Ventley Investigates

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL L

STANDARD VI

(BOYS)

CATEGORY	AUTHOR	TITLE
Adult Adventure	Johns, W. E.	The Biggles Stories
Masculine Activity	Golding, H.	The Wonder Book of Things to Do
Adult Adventure	Dixon, F.	The Tower Treasure
Adult Adventure	Westerman, P.	Destroyer's Luck
Masculine Activity	Publisher, Popular Mechanics Co.	The Boy Mechanic
Mystery Story	Dixon, F.	The Secret Panel
Youth Adventure	Reason, J.	The Secret Fortress
Historical Fiction	Orczy, Baroness	The Triumph of the Scarlet Pimpernel
Masculine Activity	Golding, H.	The Wonder Book of How it's Done

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL I

STANDARD VI

(BOYS)

CATEGORY	AUTHOR	TITLE
Adult Adventure	Johns, W. E.	The Biggles Stories
Mystery	Dixon, F. W.	The Secret of Skull Mountain
Adult Adventure	Bridges, T. C.	Marlow of the Mounted
Mystery	Westerman, P.F.	The Isle of Mystery
Mystery	Dixon, F.	The Secret of the Caves
Adult Adventure	Scott, J.	Atomic Valley
School and Sport	Bruce, D. F.	Dimsie Goes to School
Adult Adventure	Westerman, P. F.	Alan Carr in Command
Mystery	Dixon, F. W.	The Flickering Torch Mystery
Adult Adventure	Westerman, P. F.	Winged Night



## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL D

STANDARD VI

(BOYS)

CATEGORY	AUTHOR	TITLE
Adult Adventure	Johns, W. E.	The Biggles Series
Adult Adventure	Johns, W. E.	The Gimlet Series
Humour	Crompton, R.	The William Series
Mystery	Wallace, Edgar	The Ringer
Animal	Farley, Walter	Son of the Black Stallion
Adult Adventure	Goodyear, R.A.H.	Panshaw Finds his Feet
Biography	Burns, Walter N.	The Saga of Billy the Kid
Historical Fiction	Orczy, Baroness	Scarlet Pimpernel
Mystery	Poole, Michael	Browne of the Secret Service
Historical Adventure	Sabatini, Rafael	Scaramouche

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL G

STANDARD VI

(BOYS)

CATEGORY	AUTHOR	TITLE
Humour	Crompton, R.	William Stories
Adult Adventure	Haggard, H. R.	King Solomon's Mines
Adult Adventure	Slade, Gurney	The Delta Patrol
Youth Adventure	Ballantyne, R. M.	The Coral Island
Mystery Story	Doyle, A. Conan	The Case Book of Sherlock Holmes
Humour	Wodehouse, P. G.	Enter Pomire
Animal Story	Roberts, C.G.D.	Kindred of the Wild
Adult Adventure	Clark, Mrs. H.	The Roskerry Treasure
Youth Adventure	Gould, S. B.	Grettin the Outlaw
Other Lands	Brereton, Capt.	With Our Russian Allies

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL N

STANDARD VII

(BOYS)

CATEGORY	AUTHOR	TITLE
Mystery	Charteris, L.	The Saint
Historical Fiction	Orczy, Baroness	The Scarlet Pimpernel
Mystery	Creasey, John	Inspector West takes Charge
Youth Adventure	Sutaby, D.	The Star Raiders
Science and Invention	Morrish, R.	The Police and Crime Detective
Mystery	Ashe, Gordon	Death in Diamonds
Adult Adventure	Haggard, H. R.	King Solomon's Mines
Biography	Heyerdahl, Thor	The Koniki Expedition
Travel	Marsh, J. R.	Skeleton Coast
Biography	Evans, Adm. Sir E. R. G. R.	South with Scott

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL J

STANDARD VII

(BOYS)

CATEGORY	AUTHOR	TITLE
Adult Adventure	Johns, W. E.	The Biggles Series
Adult Adventure	Johns, W. E.	The Gimlet Stories
School and Sports	Fennemore, J.	Teddy Lester's School Days
Mystery	Charteris, L.	Saint Stories
Biography	George, S. C.	Burma Story
School and Sport	Compton, L.	Denis Compton Annual
Mystery	B. B. C.	Dick Barton, Special Agent
Adult Adventure	Grey, Zane	Lone Star Ranger
Adult Adventure	Sapper	Black Gang
Mystery	Doyle, C.	The Third Book of Sherlock Holmes Stories.

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL G

STANDARD VII

(BOYS)

CATEGORY	AUTHOR	TITLE
Humour	Crompton, R.	William the Outlaw
Historical Fiction	Crezy, Baroness	The Scarlet Pimpernel
Adult Adventure	Westerman, P.F.	Winged Night
Travel and Exploration	Younghusband, Sir Francis	Epic of Mount Everest
Adult Adventure	Westerman, P.F.	Return to Base
Adult Adventure	Ballantyne, R.M.	Gorilla Hunters
Adult Adventure	Westerman, J.F.C.	John Wentley Wins Through
Humour	Crompton, Richmal	William the Gangster
Mystery	Doyle, A. Conan	Case Book of Sherlock Holmes
School and Sport	Poole, Michael	Well-Bowled, Grantley!

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL B

STANDARD VII

(BOYS)

CATEGORY	AUTHOR	TITLE
Adult Adventure	Johns, W. E.	The Biggles Stories
Adult Adventure	Bridges, T. C.	The Hidden City
Adult Adventure	Duff, D. V.	On the World's Roof
Adult Adventure	Bridges, T. C.	The River Riders
Youth Adventure	Bindloss, H.	True Grit
Science and Invention	Golding, H.	The Wonder Book of Aircraft
Adult Adventure	Castle, D.	The Hounds of Capozzi
Adult Adventure	Duff, D. V.	Islands of Jeopardy
Adult Adventure	Walker, R.	Hurricane Pilot
Mystery	Queen, E. Jr.	The Red Chipmunk Mystery

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL O

STANDARD VII

(BOYS)

CATEGORY	AUTHOR	TITLE
Historical Fiction	Scott, Sir Walter	Quentin Durward
Youth Adventure	Stevenson, R. L.	Treasure Island
School and Sport	Goodyear, R.A.H.	Rival School at Schooner Bay
Humour	Wodehouse, P.G.	Psmith Stories
Adult Adventure	Doyle, A. C.	Exploits of Brigadier Gerrard
Adult Adventure	Ballantyne, R.M.	A Slave of the Moors
Adult Adventure	Ballantyne, R.M.	The World of Ice
Adult Adventure	Montgomery, R.	The Warhawk Patrol
Adult Adventure	Johns, W. E.	The Biggles Series
Historical Fiction	Scott, Sir Walter	Ivanhoe

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL F

STANDARD V

(GIRLS)

CATEGORY	AUTHOR	TITLE
Adult Adventure	von Schmid, C.	The Basket of Flowers
Mystery Stories	Allen, Mabel E.	The Green Castle Mystery
Mystery Stories	Sutton, Margaret	The Ghost Parade
Youth Adventure	Publisher, Fleetway House	The Girl's Crystal Annual
Mystery Stories	Wirt, Mildred	The Clock Strikes Thirteen
Youth Adventure	Blyton, Enid	Five Go Adventuring Again
School and Sports	Gray, Eva	The Three Wishes
School and Sports	Allen, Mabel E.	School Under Snowden
Mystery Stories	Wright, Elsie	Patty and Jo, Detectives
Mystery Stories	Blyton, Enid	Rillowby Fair Mystery



## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL II

STANDARD V

(GIRLS)

CATEGORY	AUTHOR	TITLE
Mystery Story	Blyton, Enid	The Mystery of the Burnt Cottage
School and Sport	Blyton, Enid	The Naughtiest Girl in the World
Mystery Story	Blyton, Enid	The Rockingdown Mystery
Youth Adventure	Blyton, Enid	Those Dreadful Children
Humorous Story	Crompton, R.	William and the Evacuees
Family Life	Dickens, C.	The Christmas Carol
School and Sport	Brazil, Angela	The Manor House School
Romance	Blackmore, R. D.	Lorna Doone
Mystery Story	Wright, Elsie	Patty and Joe, Detectives
Mystery Story	Keene, Carolyn	Nancy Drew's Mysterious Letter

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL G

STANDARD VI

(GIRLS)

CATEGORY	AUTHOR	TITLE
Youth Adventure	Blyton, Enid	Those Dreadful Children
School and Sport	Breary, N.	Junior Captain
School and Sport	Oxenham, E. J.	The Abbey Girls at Home
Mystery Stories	Doyle, A. Conan	A Study in Scarlet
School and Sport	Brazil, Angela	The Manor House School
School and Sport	Frances, Joy	The Greystone Girls
School and Sport	Reed, T. B.	The Fifth Form at Dominic's
School and Sport	Bruce, D. Fairlie	Dimsie Goes to School
School and Sport	Smith, Evelyn	The First Fifth Form
School and Sport	Oxenham, E. J.	The Queen of the Abbey Girls

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL P

STANDARD VI

(GIRLS)

CATEGORY	AUTHOR	TITLE
Romance	Tritten, Charles	Heidi Grows Up
School and Sport	Blyton, Enid	Upper Fourth at Mallory Towers
Romance	Montgomery, L. M.	Anne of Ingleside
Mystery Stories	Wells, Helen	The Hidden Valley Mystery
Animal Stories	Dickens, Joan	Jill and Prince the Pony
School and Sport	Blyton, Enid	In the Fifth at Mallory Towers
Adult Adventure	Boyleston, H. D.	Sue Barton
Adult Adventure	Wells, Helen	Cherry Ames, Army Nurse
Youth Adventure	Crompton, Richard	William's Crowded Hours
Mystery Stories	Keene, Carolyn	The Mystery of the Tolling Bell

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

## SCHOOL I

## STANDARD VI

## (GIRLS)

CATEGORY	AUTHOR	TITLE
School and Sports	Bruce, D. F.	Dimsie Carries On
Youth Adventure	Smith, Harriet L.	Pollyanna's Debt of Honour
School and Sport	Brazil, Angela	The School on the Loch
Youth Adventure	Pearce, St. G.	More Adventures of Alison
School and Sports	Tugwell, E.	The Girl Who Couldn't Fit In
School and Sports	Brazil, Angela	Jill's Jolliest School
School and Sports	Brazil, Angela	A Popular Schoolgirl
Adult Adventure	Boylston, Helen D.	Sue Barton, Visiting Nurse.
Mystery Stories	Keane, Carolyn	The Mystery of the Tolling Bell
Mystery Stories	Keane, Carolyn	The Secret in the Old Attic

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL K

STANDARD VI

(GIRLS)

CATEGORY	AUTHOR	TITLE
Youth Adventure	Blyton, Enid	Five Go Off in a Caravan
Romance	Montgomery, L.M.	Chronicles of Avonlea
Other Lands	Perkins, Lucy F.	The Dutch Twins
Family Life	Coolidge, Susan	What Katy Did
Biography	Abraham, C. H.	Prelude
Mystery	Keene, Carolyn	The Clue of the Leaning Chimney
Youth Adventure	Rutley, C. B.	The Crimson Rust
Adult Adventure	Wells, Helen	Cherry Ames, Flight Nurse
Adult Adventure	Hill, Lorna	Veronica at the Wells
Family Life	Alcott, Louisa M.	Little Women

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL N

STANDARD VI

(GIRLS)

CATEGORY	AUTHOR	TITLE
Humorous Stories	Crompton, R.	William Series
School and Sports	Wynne, May	Peter, the New Girl
Mystery Stories	Queen, Ellery	Green Turtle Mystery
Youth Adventure	Blank, Clair	Adventure Girls at K Bar O
Adult Adventure	Boylston, H. D.	Carol Goes on the Stage
Youth Adventure	Elyton, Enid	Five go to Smugglers Top
Family Life	Tritten, Charles	Heidi's Children
Mystery Stories	Sutton, Margaret	Rainbow Riddle
Fairy Tales	Andersen, Hans C.	Andersen's Fairy Tales
Adult Adventure	Coles, M.	Hidden City

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL B

STANDARD VI

(GIRLS)

CATEGORY	AUTHOR	TITLE
School and Sports	Brazil, Angela	A Popular Schoolgirl
Mystery Stories	Blyton, Enid	The Mystery of the Invisible Thief
Youth Adventure	Burnett, Frances	The Secret Garden
Adult Adventure	Connor, Ralph	Torches through the Bush
Youth Adventure	Dodge, Mary H.	Hans Brinker or the Silver Skates
Animal Stories	Thompson, Diana	A Pony to School
Youth Adventure	Boylston, Helen D.	Carol in Repertory
Youth Adventure	Blyton, Enid	The Mountain of Adventure
School	Blyton, Enid	The Twins at St. Clare's
Family	Coolidge, Susan	The Katy Omnibus

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL K

STANDARD VII

(GIRLS)

CATEGORY	AUTHOR	TITLE
Romance	Austen, Jane	Pride and Prejudice
Romance	Blank, Clair	Beverly Grey's Romance
Youth Adventure	Publisher, Fleetway House	Girl's Crystal Annual
Mystery	Keene, C.	Nancy Drew Mysteries
Play	Shakespeare, W.	A Midsummer Night's Dream
Family	Alcott, Louisa M.	Little Woman
School and Sport	Coolidge, S.	What Katy Did at School
Adult Adventure	Eliot, George	Silas Marner
Adult Adventure	Haggard, J. R.	King Solomon's Mines
Adult Adventure	Johns, W. E.	Worrals Stories



## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL G

STANDARD VII

(GIRLS)

CATEGORY	AUTHOR	TITLE
School and Sports	Stables, G.	Twirl School and College
School and Sports	Oxenham, E. J.	The Abbey Girls at Home
School and Sports	Brazil, Angela	The Jolliest Term on Record
School and Sports	Oxenham, E. J.	Secrets of the Abbey
Romance	Porter, Gene S.	Freckles
School and Sports	Hamilton, J.	Out of School
School and Sports	Talbot, E.	Sally at School
School and Sports	Brazil, Angela	Monitress Merlo
School and Sports	Brazil, Angela	The Manor House School
Fantasy	Wilmot-Buxton, E. M.	Old Celtic Tales

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL P

STANDARD VII

(GIRLS)

CATEGORY	AUTHOR	TITLE
Adult Adventure	Wells, Helen	Cherry Ames, Nurse Stories
Adult Adventure	Boylston, H. D.	Sue Barton, Nurse Stories
Biography	Graham, L.	The Making of a Queen
Romance	Farnol, J.	A Pageant of Victory
Adult Adventure	Bruce, May G.	Back to Billabong
Other Lands	Perkins, Lucy F.	The Cave Twins
Other Lands	Perkins, Lucy F.	The Spartan Twins
Animal	Kearton, Cherry	In the Land of the Lion
Romance	Leslie, D.	The Peverells
Romance	Smith, H. L.	Pollyanna of the Orange Blossoms

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL E

STANDARD VII

(GIRLS)

CATEGORY	AUTHOR	TITLE
Romance	Montgomery, L.M.	Anne of Avonlea Series
Youth Adventure	Porter, Eleanor	Pollyanna Stories
Youth Adventure	Denison, Muriel	Suzanna Stories
Humorous Stories	Crompton, Richmal	William Stories
Historical Fiction.	Orezy, Baroness	Scarlet Pimpernel
Adult Adventure	Johns, W. E.	Worrals Stories
Youth Adventure	Needham, Violet	Boy in Red
Youth Adventure	Bruce, Dorita	Dinsie Moves up Again
Adult Adventure	Boylston, H. D.	Carol Goes on the Stage
Animal Stories	Thomas, Sir Wm. Beach	Way of a Dog

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL H

STANDARD VII

(GIRLS)

CATEGORY	AUTHOR	TITLE
Historical Fiction	Orczy, Baroness	I Will Repay
Animal Stories	Fitzpatrick, P.	Jock of the Bushveld
Romance	Montgomery, L.M.	Anne's House of Dreams
Youth Adventure	Blyton, Enid	The Ship of Adventure
School and Sports	Norling, W.	Hilary at Highlands
Youth Adventure	Oxenham, Elsie J.	The Abbey Girls at Home
Other Lands	van Hagen, C.	Chico of the Andes
School and Sport	Bruce, Dorita F.	Dimsie Intervenes
Youth Adventure	Blank, Clair	Beverly Grey on a Treasure Hunt.
School and Sport	Brazil, Angela	The Luckiest Girl in the School.

## LIBRARY SURVEY OF BOOKS MOST FREQUENTLY BORROWED

SCHOOL N

STANDARD VII

(GIRLS)

CATEGORY	AUTHOR	TITLE
Mystery Story	Clark, Jean	Penny Nichols and the Mystery of the Lost Key
Mystery Story	Judd, Frances	Message in the Sand Dunes
Mystery Story	Allen, Mabel E.	The Glenn Castle Mystery
Other Lands	Hsiung, S. I.	The Story of Lady Precious Stream
Mystery Story	Simms, Evelynne	The Mystery of Rosedale School
Adult Adventure	Boylston, Helen	Sue Barton, Student Nurse
Mystery Story	Sutton, Margaret	Secret of the Barred Window
School and Sport	Swett, Sophie	Captain Polly
Adult Adventure	Grey, Zane	Shadow on the Trail
Adult Adventure	Bronte, Emily	Wuthering Heights

APPENDIX B - SURVEY OF TEXTBOOKS

## SURVEY OF TEXTBOOKS

Standard V

Publisher 1.

CATEGORY	TITLE AND AUTHOR
Animal	Wolf-all-Alone, Stephan Southwold.
Fairytale	The Shepherdess and the Sweep, Hans C. Andersen.
Poetry	Riloby-Rill, Sir Henry Newbolt.
Fantasy	The Mock Turtle's Story, Lewis Carroll.
Poetry	Light the Lamps Up, Lamplighter, Eleanor Farjeon.
Animal	The Arabian Colt, An American Story of George Washington.
Poetry	The Little Man Cricketeer, Anon.
Fable	The War in the Air, Sir Percy Fitzpatrick.
Fantasy	The Tale of Pinnocchio, retold by C. F. Allan.
Poetry	The King of China's Daughter, Edith Sitwell.
Fantasy	The Cobbler, Tolstoy.
Poetry	How Far Is It to Bethlehem? Frank Chesterton.
	Oyez! Oyez! A picture lesson.
School	The Prize Story, Marjorie Newman.
Animal	The First Gorilla Hunt, Cu Chaillu.
Fantasy	A Strange Journey, Hugh Lofting.
Fantasy	Three Short Stories, C. F. Allan.
Poetry	Earl Haldan's Daughter, C. Kingsley.
Animal	A Shooting Match, R. M. Ballantyne.
	The Ploughboy, a picture lesson.

CATEGORY	TITLE AND AUTHOR
Poetry	A Country Life, old song.
Fantasy	The Dragon Who Wanted to be Different, E. M. Giles.
Poetry	A Night with a Wolf, James B. Taylor.
Animal	A Cry in the Night, Wm. J. Long.
Youth Adventure	Just In Time, A. C. Osborn Hann.
Poetry	Courage, R. W. Emerson.
Humour	The Battle of the Wirmille, Cervantes.
Animals	Animal Hide-and-Seek, L. G. Mainland.
Poetry	Go Down to Kew, Alfred Noyes.
Essay	The Yew, Janet Kelman.
Poetry	The Walrus and the Carpenter, Lewis Carroll.
Fantasy	A Total Gift, C. F. Allan (retold)
Poetry	The Great Bear, John Halcham.
Animal - Bird	Birds in My Garden, Richard Jefferies.
Animal - Bird	Starlings, Richard Jefferies.
Poetry	What the Birds Say, S. T. Coleridge.
Fairytale	Hercules and the Giant, Nathaniel Hawthorne.
Essay	The Rowan or Mountain Ash, Janet H. Kelman.
Fairytale	The Horse-shoe Nail, E. M. Giles.
Poetry	Off the Ground, Walter de la Mare.
Biography	Captain Cook, C. F. Allan.
Auto-biography	Notes from the Journal of Captain Cook, Captain Cook.



CATEGORY	TITLE AND AUTHOR
Fantasy	A Voyage to Lilliput, Dean Swift.
	Into Thy Hands, a picture lesson.
Poetry	A Chanted Calendar, Sydney Debell.
Fantasy	The Reward of Rudeness, W. H. Thackeray.
Poetry	The Fox Cup Speaks, Hilda Cole.
Fantasy	The Professor and the Wonderful Egg, Ernest Rysa.
Adult Adventure	The Sport of Spying, Lord Baden-Powell.
Poetry	At a Picnic, Eleanor M. Logio.
Animal	The Monkey That Would Not be Killed, Henry Drummond.

## SURVEY OF TEXTBOOKS

Standard V

Publisher 2.

CATEGORY	TITLE AND AUTHOR
Biography	The Story of Caedmon, Bede.
Poetry	Caedmon's Hymn, Caedmon.
Fantasy, Myth	Sir Cleges and His Gift, Arthur Guterman.
Fantasy, Myth	The Story of the Arabian Nights, W. T. Field.
Fantasy, Myth	Sinbad the Sailor, from the Arabian Nights.
Poetry	Horatius, Lord Macaulay.
Animal (Snake)	A Serpent Mystery, W. H. Hudson.
Poetry	The Glory of God, from The Bible.
Youth Adventure	The Siege of the Round House, R. L. Stevenson.
Humour	Don Quixote, Miguel de Cervantes.
Poetry	Cargoes, John Masfield.
Fantasy, Myth	The Houndstoeche, J. M. Neale.
Poetry	How They Brought the Good News from Ghent to Aix, Robert Browning.
Autobiography	How I Escaped from Saint Angelo, Benvenuto Cellini.
Animal (Bees)	The Swarming of the Bees, M. Maeterlinck.
Poetry	The Bees' Song, Walter de la Mare.
Youth Adventure	Bovis at Work, R. Jefferies.
Poetry	The Cloud, P. B. Shelley.
Historical	The Apprentice, Hilaire Belloc.
Religion	Nebuchadnezzar and His Dream, from the Bible.

CATEGORY	TITLE AND AUTHOR
Poetry	The Destruction of Sennacherib, Lord Byron.
Biography	The Story of Marco Polo.
Poetry	A Cradle Song, Padraic Colum.
Mythology	The Story of the Iliad, C. M. Gayley.
Mythology	The Death of Hector, Samuel Butler.
Adult Adventure	A Hurricane in a South-Sea Island, Jack London.
Biography	Some Hours in an Elizabethan Day, N. Breton.
Poetry	Corinna's Going A-Maying, Robert Herrick.
Religion	The Wisdom of the Maker, from the Bible.

## SURVEY OF TEXTBOOKS

Standard V

Publisher 3.

CATEGORY	TITLE AND AUTHOR
Animal	Young Grumpy and the One-Eyed Garder, Charles Roberts.
Poetry	Nature's Friend, William H. Davies.
Play	Miss Trotwood Speaks Her Mind, Charles Dickens.
Fantasy	The Mock Turtle's Story, Lewis Carroll.
Youth Adventure	Jan Makes His Name, J. H. Ewing.
Poetry	The Knights in the Ruby Windowpane, M. P. Merryman.
Biography	Food Racing at LeMons, Sir Henry Birkin.
Biography	Miss England Wins Against Odds, Sir Malcolm Campbell and J. W. Day.
School and Sport	Oxford vs. Cambridge, Charles Reade.
Poetry	The True Crew-Man, R. C. Lehmann.
Humour	Practical Jokes Aboard, Captain Marryat.
Poetry	Song of the Wooden-Legged Fiddler, Alfred Noyes.
Animal	Engineers of the Wild, Harper Cory.
Poetry	The Snare, James Stephens.
Fantasy	His Majesty Inspects the Man-Mountain, Jonathan Swift.
Adult Adventure	The Island Fortress, Daniel Defoe.
Poetry	The Island, Cicely Fox Smith.
Fantasy	Christian Fights the Fiend, John Duryan.

## CATEGORY

## TITLE AND AUTHOR

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Poetry	The Pilgrim's Song, John Bunyan.
Family	The Amateur Housekeepers, Louisa M. Alcott.
Youth Adventure	Maggie and the Gipsies, George Eliot.
Poetry	The Princess and the Gipsies, Frances Cornford.
Poetry	Meg Merrilies, John Keats.
Adult Adventure	By the Skin of His Teeth, R. D. Blackmore.
Animal	Stalked by a Leopard, Kingsley Fairbridge.
Youth Adventure	A Ride on a Buffalo, Mayne Reid.
Poetry	Off the Ground, Walter de la Mare.
Biography	The First Non-Stop Atlantic Flight, David Masters.
Adult Adventure	Flying to Persia, Air-Commodore Charlton.
Poetry	The Song of the Plane, Gordon Alchin.
Play	Liberty Hall, Oliver Goldsmith.
Animal	The Pick of the Puppies, Sir Percy Fitzpatrick.
Poetry	Tim: The Irish Terrier, W. H. Lott.

## SURVEY OF TEXTBOOKS

Standard V

Publisher 4.

CATEGORY	TITLE AND AUTHOR
Fairytale	The Origin of Wrekin, O. S. Burne.
Fairytale	A Wonderful Chair, F. Browne.
Fairytale	The Greedy Shepherd, F. Browne.
Fairytale	The Cunning of Sissoco, Prof. Morley.
Youth Adventure	A Rescue, R. D. Blackmore.
Animal	The Sheep and the Goat, R. D. Blackmore.
Animal	The Red Deer and her Calf, J. W. Fortescue.
Animal	The Broken Bridge, Anna Sewell.
Animal	The Discontented Squirrel, W. H. Hudson.
Fairytale	The Guardians of the Door, Wm. Canton.
Fairytale	Master and Man, J. F. Campbell.
Fairytale	The King of the Cats, (Folk Lore Journal).
Fairytale	Rent Day, T. C. Croker.
Fairytale	The Man in the Moon, Thorpe.
Fairytale	The Sorcerer, Carmen Sylva.
Fairytale	The Story of a Giant, a King and a Fairy, Prof. Morley.
Fable	The Great Bear, Tolstoy.
Fable	The Brahman, the Tiger and the Jackal, Mary Frere.
Fairytale	The Farmer and the Money Lender, Steele-Temple.

CATEGORY	TITLE AND AUTHOR
Fairytale	The Giant Tabalan and the Boy Tuck, P. V. Ramaswami Raju.
Fable	The Chan and his Twelve Sons, John Manioville.
Fairytale	Whang the Miller, Oliver Goldsmith.
Fairytale	Tongue-Cut Sparrow, Lord Redesdale.
Fairytale	How a General Won a Battle, R. Gordon Smith.
Fable	The House-Dog and the Wolf, Aesop.
Fable	Jupiter and the Horse, Aesop.
Fables	Some More Fables, Aesop.
Fairytale	The Sun Worshipers, Flora A. Steel.

## SURVEY OF TEXTBOOKS

Standard VI

Publisher 1.

## CATEGORY

## TITLE AND AUTHOR

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Fantasy	The Fisherman, Arabian Nights' Entertainment
Poetry	The Scarecrow, Michael Franklin.
Youth Adventure	Boon-Boon, Jules Claretie.
Animal	The Wild Cat, a nature lesson.
Poetry	A Memory, William Allingham.
Adult Adventure	New Gold for Old, George Eliot.
Adult Adventure	Aly the Philosopher, "R".
Poetry	The Child and the Snake, Mary Lamb.
Animal	A Great Race, R. M. Ballantyne.
Poetry	A Boy's Prayer, Canon H. C. Beeching.
Play	William Tell, F. Schiller.
Animal (Bird)	Pennulu, Sir Percy Fitzpatrick.
Animal	The Hunter, a picture lesson.
Poetry	The Miracle, John Drinkwater.
Youth Adventure	Tom Sawyer, Mark Twain.
Fairy Tale	Whang, the Miller, Oliver Goldsmith.
Poetry	A Midsummer Song, R. W. Gilder.
Fairy Tale	The Story of Arion, retold by George W. Cox.
Youth Adventure	Lorna Doone, R. D. Blackmore.
Poetry	Winstanley, Jean Ingelow.



## CATEGORY

## TITLE AND AUTHOR

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	The King's Drum, picture lesson.
Family	A Christmas Entertainment, Louisa M. Alcott.
Family	Christmas Eve, Charles Dickens.
Poetry	On the Quay, 1770, Dorothy M. Stuart.
Adult Adventure	Rip Van Winkle, Washington Irving.
Poetry	Fido's Grassy Tomb, Sir Henry Newbolt.
Youth Adventure	The Silver Skates, Mary M. Dodge.
Poetry	A Dutch Picture, H. W. Longfellow.
Fantasy	The Three Golden Apples, H. Hawthorne.
Poetry	Vale of Evesham, W. W. Gibson.
School	Tom Brown Arrives at Rugby, Thomas Hughes.
Animal	Dakyn and the Lion, Ernest Glanville.
Poetry	God-Sense, John Oxenham.
Family	A Clerk's Castle, Charles Dickens.
Poetry	Columbus, Joaquin Miller.
Fantasy	The Magic Shop, H. G. Wells.

## SURVEY OF TEXTBOOKS

Standard VI

Publisher 1.

CATEGORY	TITLE AND AUTHOR
Animal	The Bear, Axel Munthe.
Historical	How the Brigadier Bore Himself at Waterloo, A. C. Doyle.
Poetry	The Highwayman, Alfred Noyes.
Biography	A Perilous Descent, Herman Melville.
Poetry	A Soft Day, Winifred M. Lotts.
Adult Adventure	Silas Marner and Eppie, George Eliot.
Poetry	The Glove and the Lions, Leigh Hunt. Destiny, A picture lesson.
Animal (Birds)	An Orphaned Blackbird, W. H. Hudson.
Adult Adventure	In the Hands of Buccaneers, Charles Dickens.
Poetry	Spanish Waters, John Masefield.
Humour	Mrs. Forrester's Old Lace, Elizabeth C. Gaskell.
School	The House Match, Ian Hay.
Poetry	The Priest and the Mulberry Tree, Thomas L. Peacock.
Occupational	The Barge Boy, a picture lesson.
Adult Adventure	The Night of Peril, Sir Walter Scott.
Animal	The Trail of the Gods, Jack London.
Poetry	The Londoner's Chariot, Wilfred Thorley.
Youth Adventure	David Finis a Home, Charles Dickens.

CATEGORY	TITLE AND AUTHOR
Animal (Snake)	Imprisoned with a Python, F. W. Fitzsimons
Poetry	The Happy Heart, Thomas Dekker.
Essay	Early Rising, William Cobbett.
Travel-Exploration	The Epic of Mount Everest, Sir Francis Younghusband.
Poetry	On the Wings of the Morning, Jeffery Day.
Autobiography	The Man with the Bag, George Barrow.
Youth Adventure	A Cry in the Night, Sir A. T. Quiller-Couch.
Poetry	The Ballad of East and West, Rudyard Kipling.
Science	The Conquest of Disease, Richard Gregory.
Religion	Let us Now Praise Famous Men, the Bible, Ecclesiasticus XLIV, 1, 15.

## SURVEY OF TEXTBOOKS

Standard VI

Publisher 2.

CATEGORY	TITLE AND AUTHOR
Poetry	Ode, Arthur O'Shaughnessy.
Adult Adventure	Spanish Blood Hounds and English Mastiffs, Charles Kingsley.
Poetry	The Forsaken Merman, Mathew Arnold.
Biography	Lapland, Axel Munthe.
Poetry	O Lady, Leave Thy Silken Thread, Thomas Hood
Adult Adventure	High-Water Mark, Bret Harte.
Poetry	Two Songs for a May Morning, Shakespeare.
Poetry	Now the Bright Morning Star, John Milton.
Religion	The Good Samaritan, The Bible (Luke, 10)
Autobiography	The "Peak of Terror", F. S. Smuthe.
Poetry	The Caravan, J. E. Fletcher.
Fantasy	The Fight of Christian and Apollyon, John Bunyan.
Play	A Tournament, Wm. Shakespeare.
Adult Adventure	The Story of the Southern Cross, The Times.
Occupation and Vocation	The Log of the Southern Cross, C. T. P. Ulm.
Humour	A Romantic Adventure with a Middle-aged Lady, Charles Dickens.
Biography	A Memory, John Masefield.
Religion	God the All Powerful, The Bible (Isaiah, 40)

CATEGORY	TITLE AND AUTHOR
Sport	The Croyley Master, Arthur Conan Doyle.
Youth Adventure	The Burning of the Ship, Joseph Conrad.
Religion	The Excellent Way, The Bible (1 Corinthians, 13)
Poetry	A Charm, Rudyard Kipling.
Historical	England in the Time of the Daneslaw, G. M. Trevelyan.
Poetry	English Wild Flowers, V. Sackville-West.
Historical	The English Language, G. M. Trevelyan.
Poetry	Words, Edward Thomas.
Essays	The Story of the Canterbury Tales, W. J. Long.
Poetry	The Squire and the Ploughman, Geoffrey Chaucer.
Play	England, Wm. Shakespeare.
Historical	The Passing of the Middle Ages, J. A. Froude.
Historical	The English Bible, G. M. Trevelyan.
Poetry	Drake's Drum, Henry Newbolt.
Autobiography	A Country Jaunt in the Seventeenth Century, Samuel Pepys.
Poetry	The South Country, Hilalre Belloc.
Autobiography	A Country Jaunt in the Eighteenth Century, Joseph Addison.
Poetry	John Peel, J. W. Craven.
Autobiography	Stonehenge, George Borrow.
Poetry	Forcathers, Edmund Blunden.

## CATEGORY

## TITLE AND AUTHOR

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Autobiography	Sheffield in 1830, Wm. Cobbett.
Poetry	Composed upon Westminster Bridge, Wm. Wordsworth.
Biography	The Accession of Queen Victoria, Lytton Strachey.
Poetry	The Soldier, Rupert Brooke.
Essay	England, J. Stanley Baldwin.
Poetry	The New Jerusalem, William Blake.

## SURVEY OF TEXTBOOKS

Standard VI

Publisher 3.

CATEGORY	TITLE AND AUTHOR
Animal (Bird)	The Penguins Go Sea-Bathing, Cherry Kearton
Youth Adventure	Tom Rescues His Nauseake, R. D. Blackmore.
Poetry	Ducks, F. W. Harvey.
Play	Nicholas Nickleby Meets the Crumpleeas, Charles Dickens.
Poetry	The Yarn of the "Nancy Bell", W. S. Gilbert
Historical	Speed on the Brighton Road, A. Conan Doyle.
Poetry	The Portsmouth Road, C. Fox Smith.
Travel	North with the "Flying Scotsman", R. Barnard Way.
Poetry	The Morning Express, Siegfried Sassoon.
Poetry	In the Train, James Thomson.
Animal	The Taming of White Fang, Jack London.
Autobiography	A Bushveld Vision, Kingsley Fairbridge.
Youth Adventure	Guy Fawkes Night, George Sturt.
Poetry	November, John Clare.
Poetry	November, Thomas Hood.
Autobiography	Green Hill, Julian Duguid.
Autobiography	A Strange Encounter, E. J. Trevelyan.
Poetry	The Bull, Ralph Hodgson.
Historical Adventure	The Escape, Herbert Strang.

CATEGORY	TITLE AND AUTHOR
Poetry	The Death of Admiral Banbow, Anon.
Humour	The Surprising Adventures of Don Quixote, Cervantes.
Humour	Whose Umbrella ? R. M. Stephenson.
Poetry	Humorous Verse, William Shakespeare, collection Oliver Goldsmith and Edward Lear.
Biography	Climbing Mount Everest, Sir F. Younghusband.
Autobiography	The First Aeroplane over Everest, L. V. Sewart Blacker.
Biography	By Car Across the Himalayas, George Le Fevre.
Autobiography	Flying Blind in a Hurricane, C. E. Kingsford Smith and C. T. O. Uim.
Occupational	Letters by Night Air Mail, G. P. Olloy.
Poetry	On the Wings of the Morning, J. Day.
Autobiography	Great Guns off the Horn, R. Clements.
Youth Adventure	Fire at Sea, J. Conrad.
Poetry	Fire Down Below, a chanty.
Essay	Covent Garden at Dawn, Stephen Graham.
Poetry	In Lady Street, John Drinkwater.
Play-Comedy	The Would-Be Gentleman, J. B. P. Molcire (condensed)
Autobiography	The Lure of the North Pole, Sir John Franklin.
Poetry	England, William Blake.
Autobiography	Lost Near the South Pole, Sir Edward Evans.



## SURVEY OF TEXTBOOKS

Standard VI

Publisher 4.

CATEGORY	TITLE AND AUTHOR
Youth Adventure	The Coming of the Great King, J. S. Fletcher
Animal	The Well of Healing, W. R. Calvert.
Youth Adventure	John Ridd's Ride, R. D. Blackmore.
Youth Adventure	An Afternoon's Fishing, Thomas Hughes.
Biography	A Golden Deed, Charlotte M. Yonge.
Historical	The Battle of Hastings, E. A. Freeman.
Historical Adventure	How Hereward Slew the Bear, C. Kingsley.
Historical Adventure	How Hereward Foiled his Foes, C. Kingsley.
Youth Adventure	The Fight in the Roundhouse, R. L. Stevenson
Historical Adventure	The Goodman of Bollengieoch, Sir Walter Scott.
Historical Adventure	A Load of Hay, Sir Walter Scott.
Fairytale	Why Parrots have Long Lives, Alexander Dumas
Animal (Bird)	Love, Guy de Maupassant.
Adult Adventure	The Boy of Gold, Samuel Rogers.
Animal	A Fight with a Bear, Charles Reade.
Fable	Reynard the Fox, Sir Henry Cole.
Other lands	Story Time, F. A. Steel.
Fairytale	The Lord of Death, F. A. Steel.

## CATEGORY

## TITLE AND AUTHOR

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Fairytale	The Spirit of the Willow Tree, R. G. Smith
Animal (Bird)	The Fish Hawks, Charles G. D. Roberts.
Myth	Hercules and Atlas, N. Hawthorne.
Exploration-Travel	Halibut Fishing, Dr. F. Nansen.
Fantasy	The Castle of Despair, John Bunyan.
Fable	The Farmer and the Fox, J. A. Froude.
Fable	The King and the Two Shepherds, Florian.
Mythology	A Narrow Bed, Charles Kingsley.
Myth	Daphne, Sir George W. Cox.
Myth	Phaethon, Sir George W. Cox.

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